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ABSTRACT

Based on the premise that environmental education should be taught in K-12 social studies classes, this document describes the eco/studies concept of the constant interaction between natural and human designed environments. The use of a model, through which students role play as researching social scientists, is described, along with the concepts of the learning laboratory, environmental surroundings, and global citizenship and studies. Appendices include 12 references, performance evaluation measures, sample subject related concept skills, suggested community resources, and a rationale for experiential learning. Charts and diagrams are provided. (JHP)

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COGNITIVE AND AFFECTIVE DOMAIN SKILLS DEVELOPMENT IN THE CONTINUOUS/INTEGRATED/ SEQUENTIAL GLOBAL EDUCATION CURRICULUM

RICHARD PETERS, ED.D.
GLOBAL HORIZONS

JULY 1988

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Dr. Richard Peters has been involved with environmental education and global studies instructional program design/development/delivery/ monitoring and evaluation since 1970.

As K-12 social studies curriculum coordinator in a rural Maine School Administrative District (SAD), Dr. Peters was responsible for continuous-integrated-sequential instructional program development. One element of that K-12 process was a science/social studies oriented course; MAN AND HIS ENVIRONMENT.

From 1973-1978, Dr. Peters was administrator/ director of an NIE-funded EXPERIMENTAL SCHOOLS (ES) project in northern New Hampshire. The School Union 58 project was one of ten such research/program development efforts serving selected rural school systems, nationwide. An outcome of that ES project was the SEA program; STUDENT ENVIRONMENT AWARENESS.

As social studies department chairman in a large rural district in southern New Hampshire, Dr. Peters spearheaded the development of two EE/GS programs; PEOPLE IN THEIR ENVIRONMENTS (PIE) and HELP: HUMANS AND ENVIRONMENT LEARNING PROGRAM.

Living in Florida, Dr. Peters is currently serving as projects director for GLOBAL HORIZONS: The Center for Applied Eco/Social Studies, and is involved with K-12 instructional program development re: eco/social studies.

Dr. Peters is a member of the NCSS International Activities Committee, and is a member of Delta Tau Kappa (FSU) and Alpha Kappa Delta (USC). In 1982, Dr. Peters studied rural education in India ... as a Fulbright Grant recipient.

If the human-made world was
a neighborhood - I'd move !

Author, 1988

GLOBAL ENVIRONMENTAL EDUCATION

Today, many of the environmental issues/problems faced at home are also being confronted by other societies - worldwide. Air/water/noise pollution as well as overpopulation know no political boundries. All of humankind is faced with the prospects of a bleak future. The DESTROY[1] mentality is rampant, worldwide.

> MAN looks to the forests and sees a bounty of trees -- CUT THEM DOWN!
>
> MAN looks to the seas and discovers fishes galore -- CATCH THEM ALL!
>
> MAN looks to the skies and witnesses a migration of countless numbers of birds -- SHOOT THEM ALL!
>
> MAN looks to nature's mineral resources -- DIG THEM UP!
>
> MAN looks to the mountains and hills -- TEAR THEM DOWN!
>
> MAN looks to the rushing waters -- DAM THEM UP!
>
> MAN looks at the wild flowers -- PLOW THEM UNDER!
>
> Everywhere MAN looks he sees nature and has an urge to master it -- to destroy it!

Students, today, need to develop not only an understanding of local/state/national environmental issues but those issues which face all of us, together, on a global scale.

---

1 Written by this author in 1975 to depict MAN's disrespect for natural environments.

The GLOBAL 2000 REPORT TO THE PRESIDENT (1980) noted that unless serious, cooperative steps were taken, globally, to solve common environmental problems that the world, as we know it today, would be a much different place in 2000 .

Youths, today, need to be made aware of these persistent problems ... and must begin to ponder their solution before it is too late to alter their continued effects upon humans and nature, alike.

For example: By 2000, a billion more people will inhabit the earth than do today. That is only twenty-two years away!

By 2000, a billion more of us

The world's population is expected to grow by 1 billion by the year 2000. How major land areas compare:

	Population (millions) 1988	2000	Life expectancy at birth	Birth rate per 1,000 population
World	5,128	6,178	63	28
Africa	623	886	52	44
Asia	2,995	3,611	61	28
North America	272	296	75	16
Latin America	429	537	66	29
Europe	497	506	74	13
Soviet Union	286	311	69	20
Oceania	26	30	72	20

Source: Population Reference Bureau

By J.L. Albert, USA TODAY

Population growth tops expectations

By William Dunn
USA TODAY

World population is growing faster than expected, the Population Reference Bureau reports today.

The bureau's annual data sheet shows worldwide population grew 1.7 percent in 1987 — 90 million.

Reason: Birthrates in developing countries aren't declining as much as expected.

"Some of the larger countries have not followed a nice smooth path to the two-child family that we have been predicting," says bureau demographer Carl Haub.

A result: pressure on fast-growing nations' economies and governments, and on countries they turn to — particularly the United States, where support for overseas family planning has been cut $60 million since 1985, to $230 million.

In the typical school curriculum, the most appropriate placement for environmental education is either the science or social studies areas of study. In this paper, placement is in the social studies field.

An emphasis is placed not only on the study of environments and related problems, but also on diverse social groups (cultures) and how they relate to/interact with natural environs. Thus, the term ECO/SOCIAL Studies ... referring to natural/human-made environments and their constant interaction. In this particular case, on a global scale.

INTRODUCTION

Critical thinking and decision-making skills development activities are an important component of any continuous/integrated/sequential social studies curriculum.

By acquiring these skills, and being given ample opportunities to apply/reinforce/refine them through direct/real and vicarious experiences, students learn how to inquire, reason, and solve problems - both real and hypothetical.

Any effective and meaningful social studies program which emphasizes student awareness/exposure/learning-by-doing is rooted in affective/cognitive/motor skills development vis-a-vis integrated subject matter-related concepts/content/skills through the several grades. Clearly defined/stated goals and objectives point the way for this systematic development.

Culture studies and global education are components of any integrated social studies curriculum.[1] The study of diverse natural/social environments is related to each-and-every social studies discipline of knowledge.

Only by studying other peoples and their lifespaces can students understand the differences and similarities among diverse groups who share our common home: earth.[2]

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies (GLOZONS) has developed two inquiry strategies that, when fused, create a unique opportunity for students to seek knowledge and apply/refine critical thinking, decision-making, and problem solving skills.

PAM [3] The Proactive Action Model employs a modification of the scientific method. Students role play researching social scientists, and apply learned skills to the inquiry process.

SEE DIAGRAM I: THE PAM PROCESS Page 3

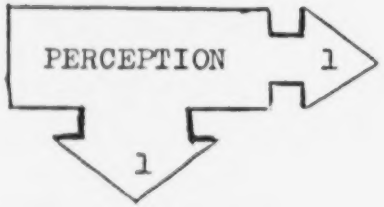
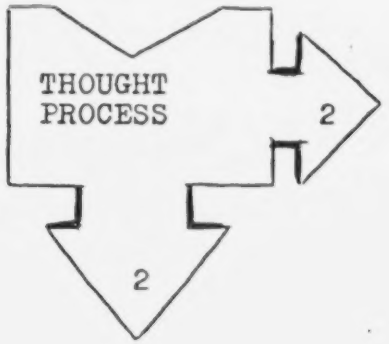
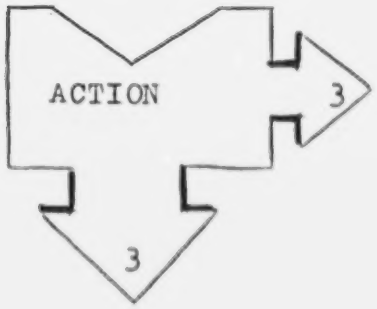
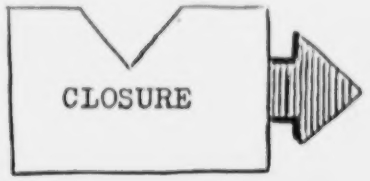
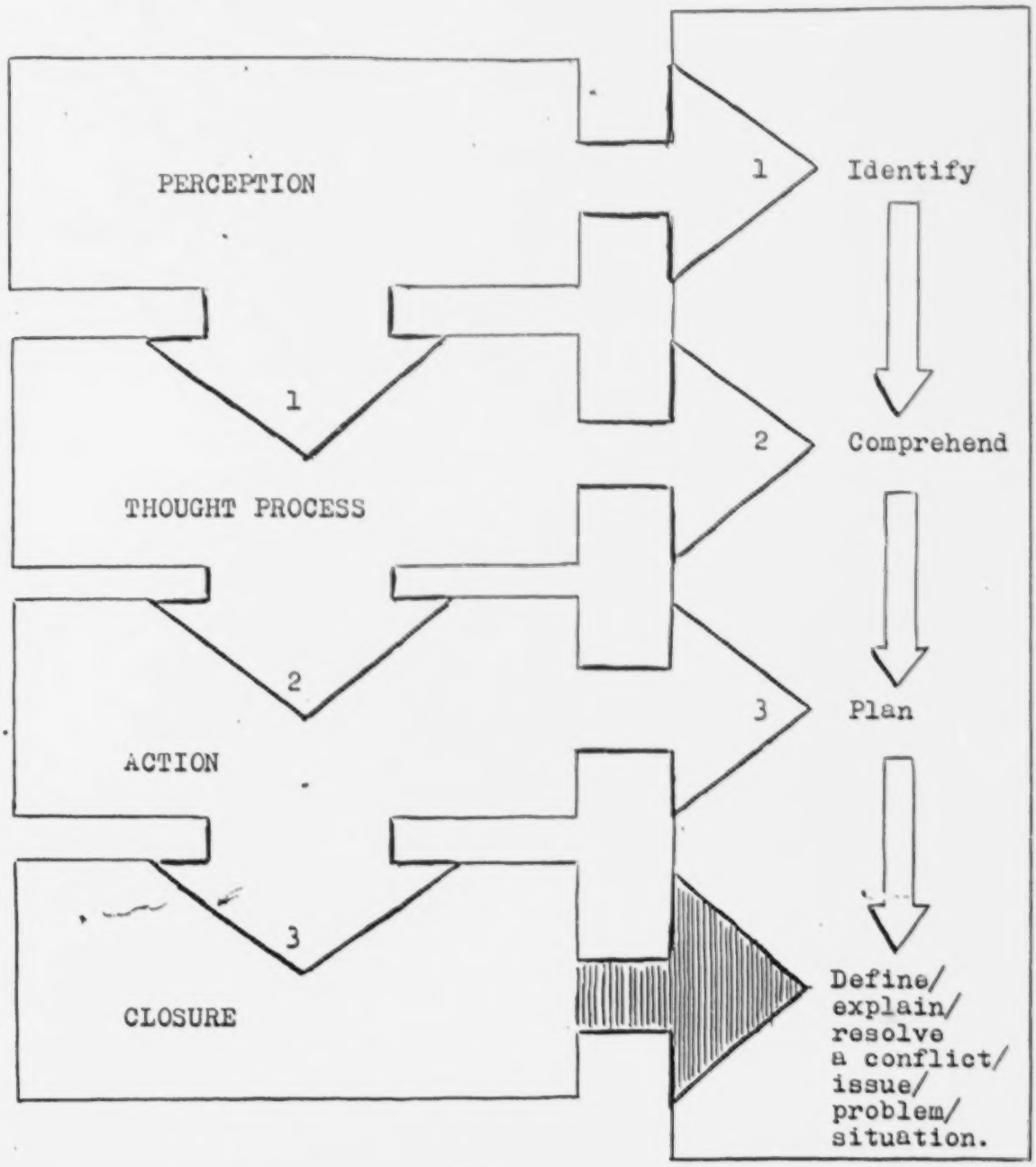
COGNITIVE SKILLS	AFFECTIVE SKILLS	PAM COMPONENTS	COMPONENT ACTIVITIES
2.0 Comprehension 1.0 Knowledge	1.0 Receiving		Identify a conflict/issue/ problem/situation.
6.0 Evaluation 5.0 Synthesis 3.0 Application 2.0 Comprehension 1.0 Knowledge	2.0 Responding 1.0 Receiving		Research compiled data pertinent to the perceived conflict/issue/ problem/situation; organize/review data; generate an hypothesis; develop a research design ... to test the hypothesis.
6.0 Evaluation 5.0 Synthesis 4.0 Analysis 3.0 Application 2.0 Comprehension	3.0 Valuing 2.0 Responding 1.0 Receiving		Conduct an empirical study; data assessment vis-a-vis the hypothesis; arrive at a conclusion.
6.0 Evaluation 5.0 Synthesis 4.0 Analysis 3.0 Application 2.0 Comprehension	2.0 Responding 1.0 Receiving		Design a resolution strategy; strategy implementation; process documentation; report process results.

DIAGRAM I: THE PAM PROCESS

When component parts are synthesized, the PAM process is an integrated, systematic activity involving the application of acquired subject-matter related concepts/content/affective-cognitive-motor skills.



SAGE [4] The Student Awareness of Global Environments cross-culture matrix allows for an analysis of individual cultures as well as the comparison of different/similar traits among diverse global culture groups.

The classroom matrix board, nine feet long-by-five feet wide, is visible from anywhere in the typical classroom. Each matrix board square is one foot-by-one foot; ample space in which to affix 3"x5" data cards with thumb tacks.

SEE DIAGRAM II: MULTI-CULTURE TRAIT COMPARISON MODEL

Page 6

SEE DIAGRAM III: HUMAN CYCLE/CULTURE TRAITS ANALYSIS MODEL

Page 7

DIAGRAM II: MULTI-CULTURE TRAIT COMPARISON MODEL

Diverse Global Cultures	Culture Traits [5] 1	2	3	4	5	6	7	8	9
A							X		
B							X		
C									
D							X		

For example: Students compare the social roles/status (Trait # 7) of family members in cultures A - B - D

DIAGRAM III: HUMAN CYCLE/CULTURE TRAITS MODEL

The Human Cycle 6	Culture Traits 1	2	3	4	5	6	7	8	9
Childhood									
Adolescence	X								
Youth									
Adulthood									
Old Age	X								

For example: Students compare socially expected behavior(s) (Trait # 1) of adolescents and elders in a given culture.

LEARNING LABORATORY

The environment and physical properties of a learning laboratory (e.g., location, size, instructional hardware/software) can be as diverse as are the schools in which they are to be found. There is no prescribed facility per se. The laboratory can be as basic or refined as a particular school chooses it to be. It can be a classroom in which, periodically, desks are joined together to form temporary work surfaces; a designated area or room complete with a multiplicity of instructional materials; or field-based sites within the community or region.

The learning laboratory should be equipped with instructional materials that represent all the social studies disciplines, and compliment basic concepts/content/skills development anchored in real and vicarious experiences.

Every educational situation is unique. The experience(s) of each student is (are) in some way(s) different from that (those) of every other student. The same situation may be different for each student;

deadly, exciting, boring, challenging, important, stupid, fearful, ego-building. [7] Therefore, activities, experiences, and concepts/content/skills to be acquired must be tailored to the capabilities of students. The learning laboratory can provide for diverse learning abilities with self-pacing activity packets (learning activity packets), computer programmed instruction, film loop studies, teaching machines, etc.

Instructional materials extend the student's range of experiences [8]. Hardware/software which aid in the teaching/learning process include:

devices for vicarious experience;
(books/films/television)

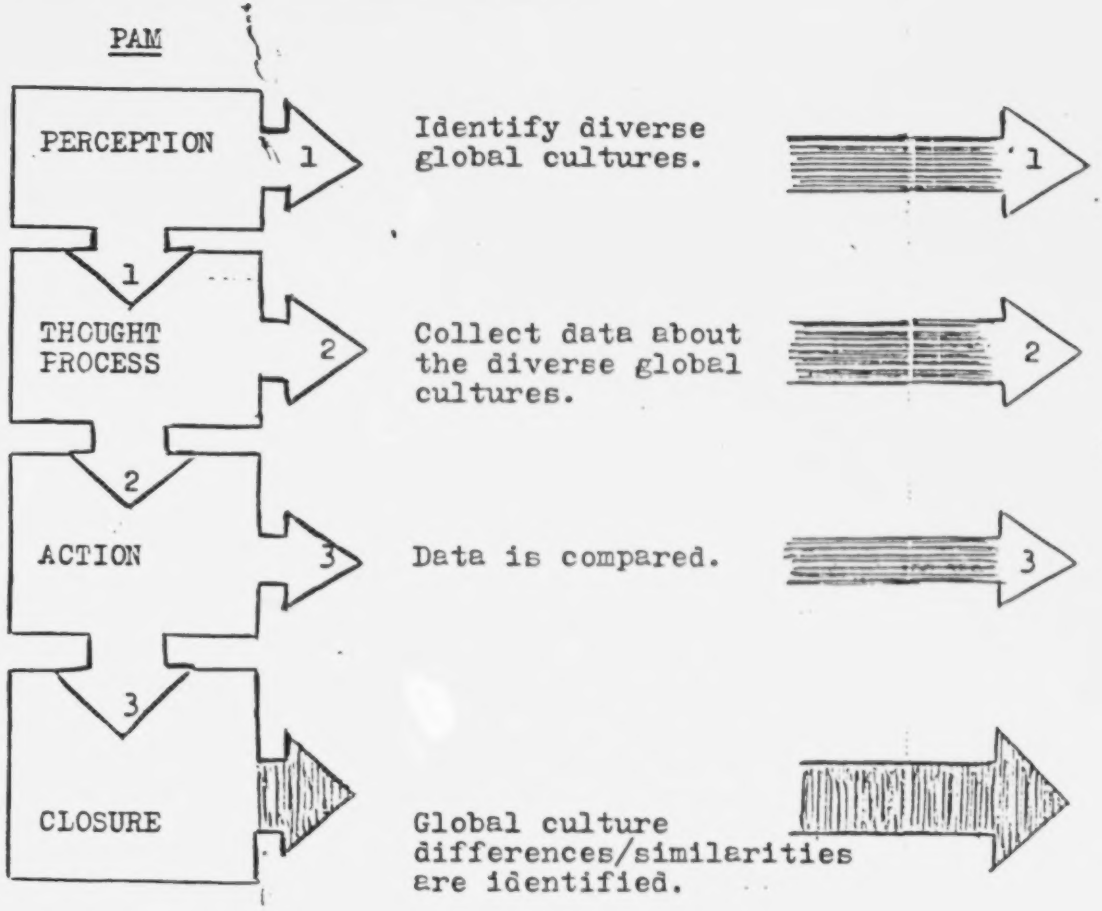
model devices;
(lab experiences)

dramatizing devices;
(documentaries, novels, real-life films)

automatizing devices.
(computers, teaching machines)

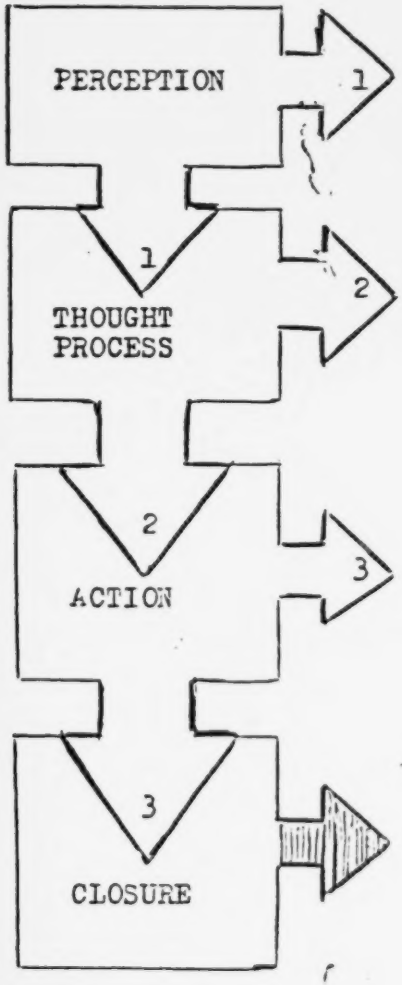
For the field-based laboratory, graphic media devices (e.g., motion picture cameras, still photography cameras, videotape equipment) can be used, by students, to record data. This strategy allows for the artistic expression of students who do not function well in the verbal expression sphere. [9]

STRATEGY IMPLEMENTATION: Example



STRATEGY IMPLEMENTATION: Example

PAM



The American culture is a melting pot.

Collect data about national culture groups that migrated to America.

Data is compared.

Culture differences/ similarities are identified.

SAGE

Identify national groups that came to America during the Old Immigration/ New Immigration/Post-WWII/1970s-1980s

Each national group identified is studied by student workgroups; culture trait data is collected.

American culture trait data is collected.

Culture trait data is compiled on index cards.

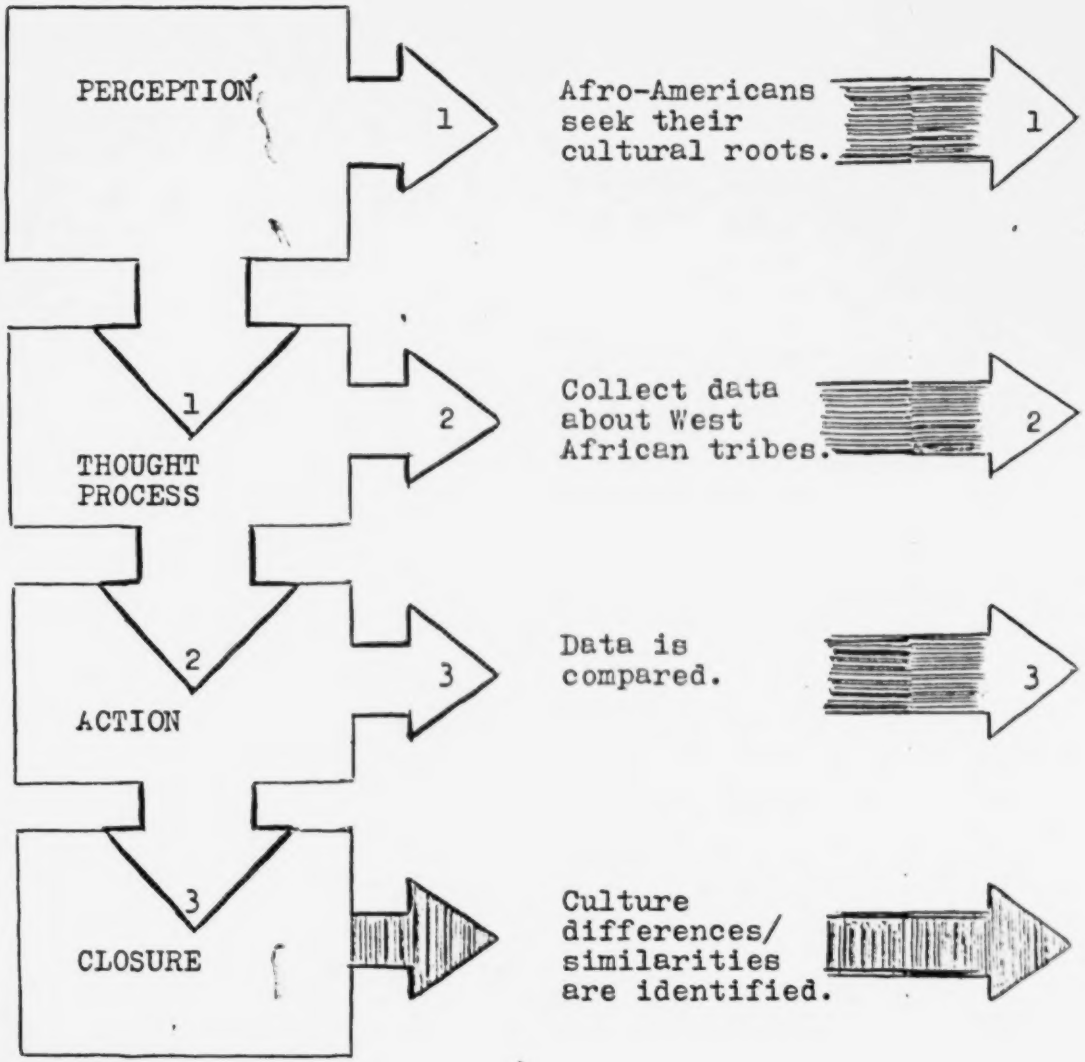
Data cards for the American culture and several national groups are affixed to the matrix board.

Matrix board data is discussed; culture trait differences/similarities between the American culture and the several national groups.

Assimilation into the American culture reports are developed.

STRATEGY IMPLEMENTATION: Example

PAM



Afro-Americans seek their cultural roots. (1)

Collect data about West African tribes. (2)

Data is compared. (3)

Culture differences/ similarities are identified.

SAGE

Trace the history of African forced migration as indentured servants/slaves during the 17th through 19th centuries.

Student workgroups collect data about tribal cultures; traits.

American culture traits data for the 17th through 19th centuries is collected.

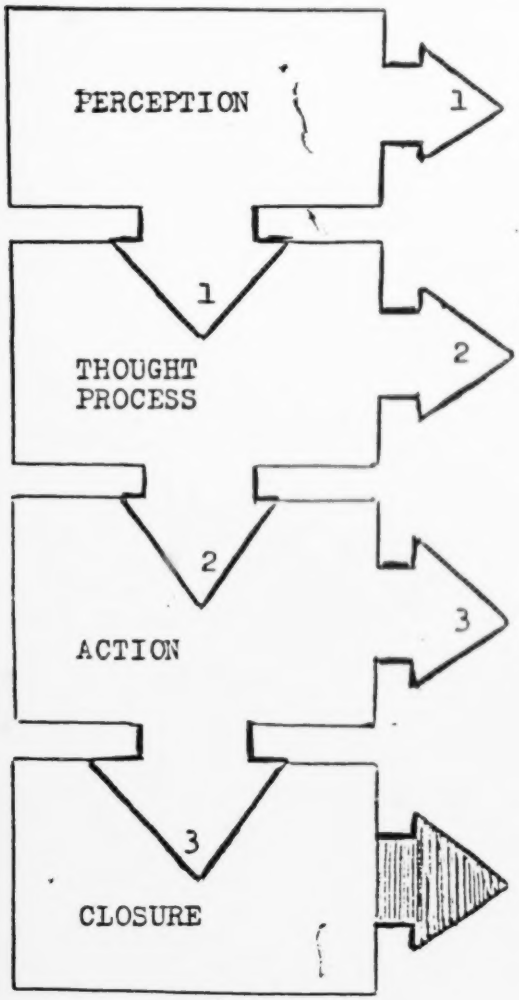
Culture trait data is compiled on index cards.

Data cards are affixed to the matrix board.

Matrix board data is discussed; culture trait differences/ similarities between the American culture and African tribes.

STRATEGY IMPLEMENTATION: Example

PAM



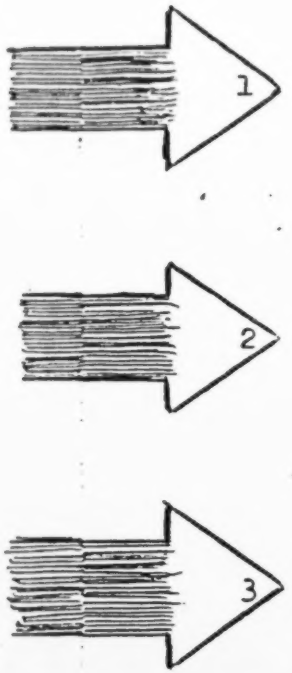
The Middle East is a blend of diverse religions.

Collect data about each religion.

Data is compared.

Culture trait differences/ similarities re: religion are identified.

SAGE



Identify the several major religions of the region; Christianity, Islam, and Judaism.

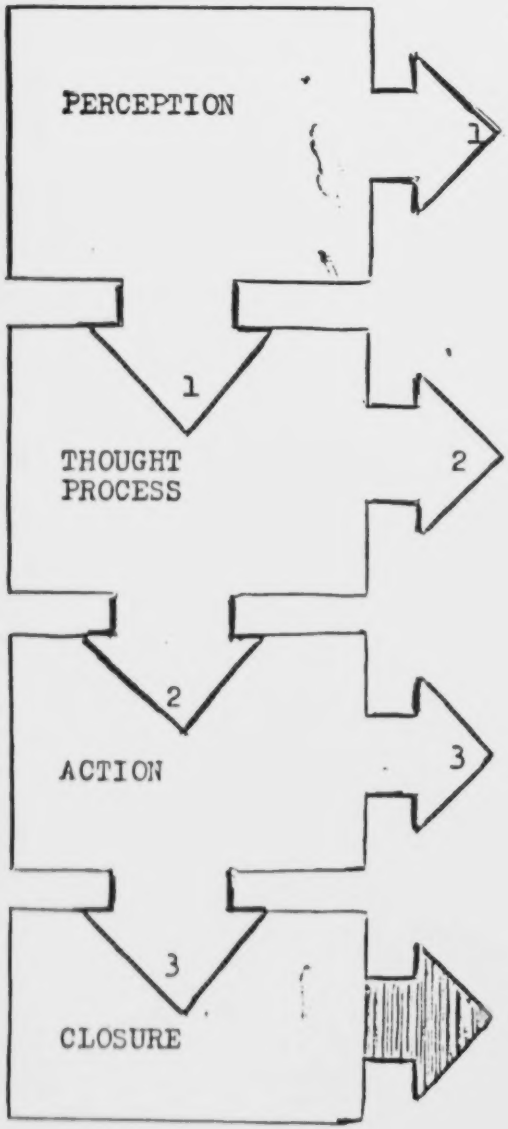
Each major religion is studied by student workgroups, and data is collected.

Religious culture trait data is compiled on index cards and affixed to the matrix board.

Matrix board data is discussed; differences/similarities are identified.

STRATEGY IMPLEMENTATION: Example

PAM



INDIA, where East meets West, is the home to the major world religions.

Collect data about each religion.

Data is compared.

Religious trait differences/ similarities are identified.

SAGE

Identify the world religions found/ practiced in India.

Student workgroups study Buddhism, Christianity, Hinduism, Islam, and Judaism. Data is collected.

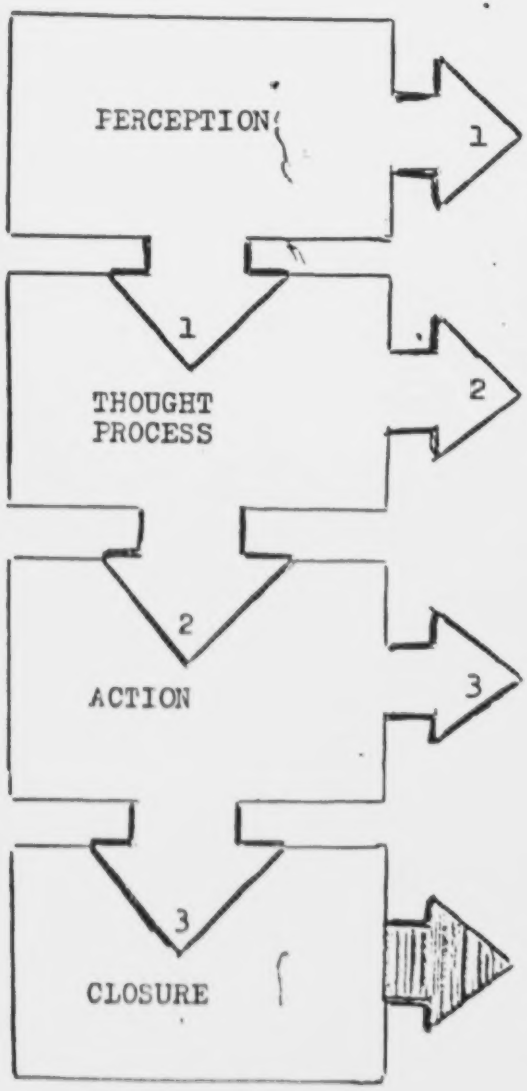
Religious culture trait data is compiled on index cards and affixed to the matrix board.

Matrix board data is discussed; differences/ similarities are discussed.

STRATEGY IMPLEMENTATION: Example

PAM

SAGE



20th Century progress has an affect on culture traits/ social relationships.

Identify a traditional/static global culture and a changing/ dynamic global culture.

Collect data about culture traits and social relationships.

Student workgroups study the effects of 20th Century progress on both cultures. Data is collected.

Data is compared.

Collected data is compiled on index cards and affixed to the matrix board.

Progress effects on culture traits and social relationships are identified.

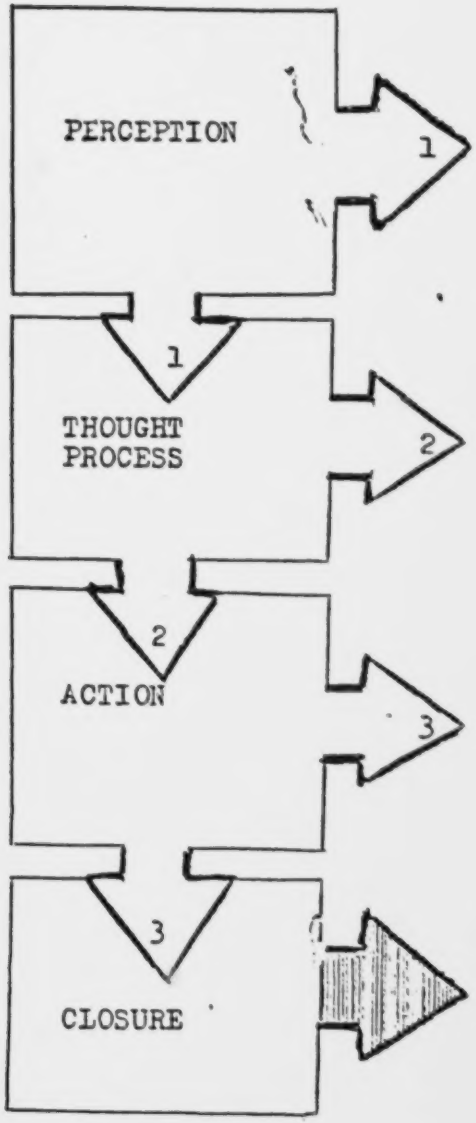
Matrix board data is discussed; progress effects on identified cultures are identified.

STRATEGY IMPLEMENTATION: Example

PAM		SAGE
PERCEPTION 1	Each American Indian tribe has a distinct culture.	American Indian tribes* from the North, Central Coastal Plain, South, Great Plains, Southwest, and Pacific Northwest are identified.
THOUGHT PROCESS 2	Collect data about Indian tribes.	Student workgroups study each Indian tribe identified, and collect data.
ACTION 3	Data is compared.	Tribal culture trait data is compiled on index cards and affixed to the matrix board.
CLOSURE	Tribal culture trait differences/ similarities are compared.	Matrix board data is discussed; differences/ similarities are identified.

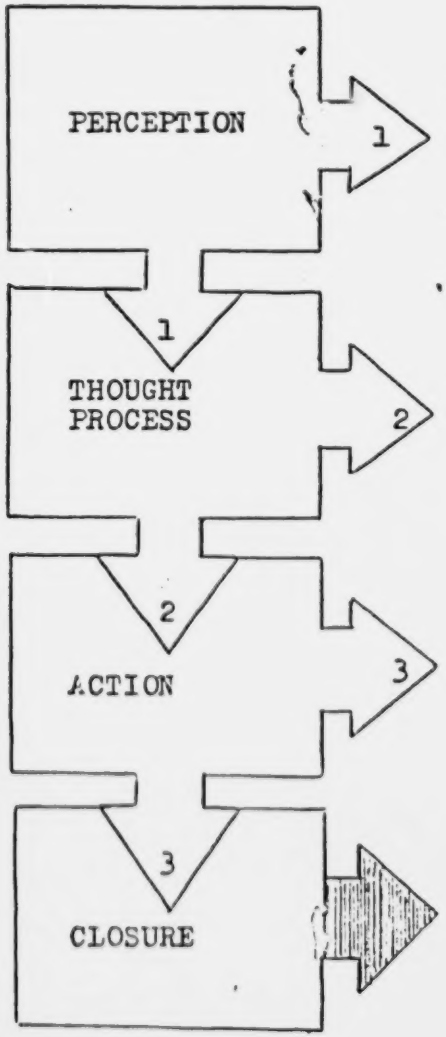
* Mohawk, Delaware, Seminole, Cheyenne, Navaho.

STRATEGY IMPLEMENTATION: Example

PAM		SAGE
	ASIA is the home to many of the world's mystical religions. Collect data about each religion. Data is compared. Religious trait differences/ similarities are identified.	 ASIA is the home to Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. Student workgroups study each religion, and data is collected. Religious culture trait data is compiled on index cards and affixed to the matrix board. Matrix board data is discussed; differences/ similarities are identified.

STRATEGY IMPLEMENTATION: Example

PAM



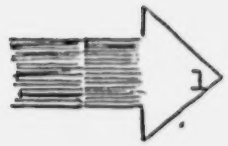
Dynamic and static cultures change at different rates.

Collect data about each type of culture.

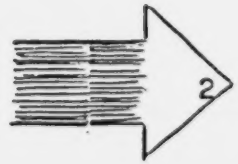
Data is compared.

Culture trait differences/ similarities are identified.

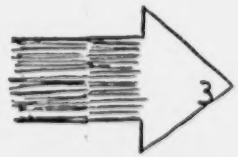
SAGE



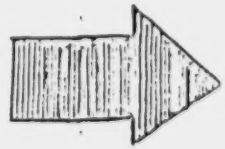
A dynamic/changing culture and a static/traditional culture are identified.



Student workgroups study each type of culture re the human cycle stages of growth/development. Data is collected.



Culture trait data re the human cycle/roles-status is compiled on index cards and affixed to the matrix board.



Matrix board data is discussed; trait differences/ similarities are identified.

END NOTES

1

Basic concepts/content/skills from the several disciplines of knowledge; anthropology - economics - geography - history - political science - psychology - sociology, are fused into a study of man; relationships with nature and among human groups.

2

GLOBAL HORIZONS has developed a curriculum guide series; OUR COMMON HOME: EARTH. The first title; "Spatial Relationships", was announced in the November 1985 issue of Resources In Education. ED 258 893

3

Richard Peters. TEACHING STUDENTS TO BE PROACTIVE CHANGE AGENTS IN A GLOBAL AGE. ERIC ED 207 952 1982

> The PAM process was introduced as being compatible with the homeostasis school of psychological thought which contends that human beings use knowledge and reason to direct their actions.

4

Richard Peters. THE SAGE CROSS-CULTURE MATRIX APPROACH TO THE STUDY OF GLOBAL ENVIRONMENTS AND HUMAN INHABITANTS. ERIC ED 258 887 1985

> A model for culture analysis and comparisons based on clearly defined traits as well as Turnbull's The Human Cycle.

5

MATRIX CULTURE TRAITS

1) Behavior(s)
2) Communication
3) Customs
4) Dress/Food/Shelter
5) Geography/Topography
6) Institutions
7) Social Roles/Status
8) Technology/Tools
9) Values

6

Colin M. Turnbull. The Human Cycle (New York: Simon and Schuster, 1983).

7

Herbert A. Thelen. Education and the Human Quest (New York: Harper and Brothers, 1960).

8

Jerome S. Bruner. The Process of Education (Cambridge: Harvard University Press, 1962).

9

Richard Peters. "The Graphic Studies Approach," Audiovisual Instruction, April 1971.

"Environmental Enrichment and Media: SIM-TOUR Films," Educational Technology, October 1971.

PROACTIVE ACTION STUDENTS

A proactive action student is an individual who; when properly equipped with knowledge, social skills, and a positive attitude, perceives a problem, researches the problem and analyzes data, critically assesses alternative courses-of-action, and then makes a commitment to act. A proactive action student is a change agent!

Accroding to the Global 2000 Report to the President (1980), if present trends continue, the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now.

If WE, as a nation and as a species, are to successfully confront and solve problems of human overpopulation, poverty, starvation, and misunderstanding - leading to war, then we must begin to prepare today's students for tomorrow's world. Our schools will only be successful if they create instructional programs which result in the development of proactive action students.

Excerpted from Richard Peters, "Proactive Students In Global Education," The Social Studies Teacher, March/April 1982.

GRAPHIC STUDIES

It is said that a picture is worth a thousand words.

Artistic quality is not the only concern of the graphic studies approach to inquiry. Students are exposed to a new medium of communication and self-expression.

Utilizing graphic media devices, e.g., motion picture and still photography cameras as well as video tape equipment, students collect data.

The utilization of the graphic studies approach is not confined to those students of accelerated abilities or high intellect; it transcends handicaps and abilities. For those students with limited vocabulary and abilities of self-expression, the graphic studies approach enables them to become directly involved in inquiry.

The graphic studies approach enables low-ability students to collect data, compile research findings, and express their impressions and feelings in a nonverbal manner.

Excerpted from Richard Peters, "Investigation With A Camera," The Maine Teacher, February 1971.

"Graphic Studies For Environment Enrichment In The Social Studies," Deltagram, March 1971.

"The Graphic Studies Approach," Audiovisual Instruction, April 1971.

The student will demonstrate an understanding of the character and nature as well as the philosophy of major Asian mystical religions.

The student will: identify three Asian nations in which mystical religions are found;

locate the three Asian nations on a globe or map;

list three major Asian mystical religions;

describe, in paragraph form, the character/nature/philosophy of the three mystical religions identified.

ACTIVITIES

Audiovisual materials, e.g., films/filmstrips/slides/video tapes, are used to introduce students to the character/nature/philosophy of:

Buddhism
Confucianism
Shintoism
Taoism.

Each student chooses a mystical religion and conducts background research. Oral reports are given in class; audiovisual presentations are acceptable.

Guest speakers who have lived in/travelled to Asian nations discuss mystical religion ceremonies, festivals, practices/rituals.

The class identifies differences/similarities among the several mystical religions.

Reports re Great Buddha (Buddhism), Confucius (Confucianism), and Lao-Tsu (Taoism) are developed.

The basic tenets of the mystical religions are compared with those of Christianity and Judaism. Comparisons can also be made with Hinduism and the Islamic faith. Reports can be developed.

ENVIRONMENTAL LIFESPACE

In addition to social (human-made) environments; cities/towns/villages as well as social institutions and human relationships, proactive action students can interact with/study natural global environments in which human groups exist and where diverse cultures have evolved.

Using the SAGE matrix ... students can substitute environmental characteristics and effects for culture traits (#s 1-9).

For example:
Agriculture
Climate
Geography
Land Use
Living Space (density)
Resources
Topography
Usable Land
Vegatation.

Thus, students can begin to understand man's relationship(s) with nature, and can compare the character of global environments. By studying nature, and its effects upon humans, students can better understand why human societies have developed as they have ... throughout the centuries.

CELLULAR LEARNING

In order for students to gain direct/vicarious exposure to diverse natural/social (global) lifespace phenomena, there is a need for them to have opportunities to interact with/use a diversity of instructional materials ... as they inquire and make decisions.

The Cellular Learning Theory model is based upon the premise that instruction/learning is made-up of several interrelated components (cells) ... which when combined result in an on-going process of inquiry/skills development/knowledge acquisition and action.

The Cellular Learning Theory model consists of primary and secondary cells which have both a direct and indirect effect upon learning. ALL formalized instruction and pedagogical strategies can be reduced to personal interaction(s) with people, places, and things.

Primary Learning Cells. Those organizational structures/patterns directly related to instruction and learning, e.g., self contained classrooms, team teaching, individualized instruction.

Secondary Learning Cells. Instructional hardware/software, financial resources, community group support, local school policies, etc. which enhance and reinforce affective/cognitive/psychomotor skills development among students.

a) Instructional Media Cells: The hardware/software which affect teaching and learning. Each IMC is the domain of a particular device or material that possesses unique characteristics/qualities/properties and that has a specific effect upon learning and skills development.

b) Organizational Cells: Strategies and designs used to affect learning and to maximize human interaction(s). For example, the PAM/SAGE strategy creates student workgroup situations in which individuals function as a team; each contributing his/her abilities/skills to accomplishing the task assigned.

Collectively, the several primary and secondary cells form a honeycomb design. The skill demanded of teachers is the ability to create a harmonious blending of PRIMARY LEARNING CELLS/SECONDARY LEARNING CELLS in order to enhance student learning.

Excerpted from Richard Peters. APPLICATION OF THE

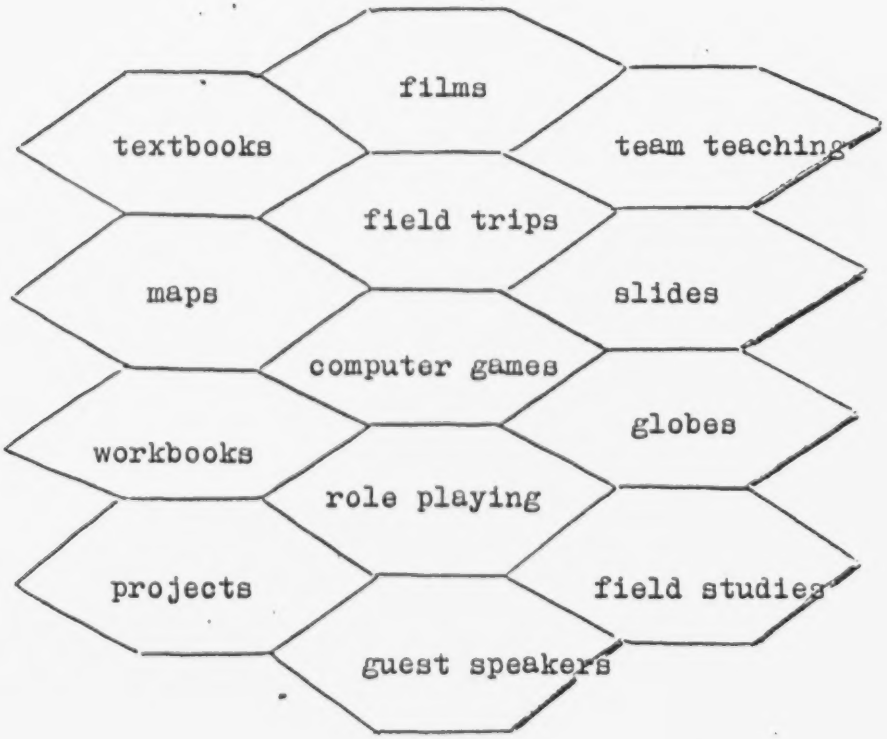
CELLULAR LEARNING THEORY MODEL TO THE PROFESSIONAL EDUCATION OF PRESERVICE TEACHER TRAINEES AND THE INSERVICE TRAINING OF CLASSROOM TEACHERS AND SUPERVISORS
ERIC ED 200 533 1981

NOTE

In a learning laboratory environment, students should be provided opportunities to create their own harmonious blend(s) of primary/secondary learning cells ... to enhance their own learning. The only way that they can develop such an ability is through exposure to/interaction with primary and secondary learning cell phenomena; that is the teacher's prime responsibility in the overall learning/teaching process.

Once equipped with the skills necessary to manipulate instructional devices/tools, students can undertake individualized/small group inquiry-oriented projects. There are no boundries to what each student can do ... to enhance his/her own learning ... when employing the Cellular Learning Theory model.

CELLULAR LEARNING THEORY MODEL
Honeycomb Design



COOPERATIVE LIVING HABITATS

As the human species has developed, and conquered nature, it has not always given serious consideration to the well-being of natural environments. To ignore the plight of natural environments means that humans will destroy the quality of social environments as well.

Worldwide, it is critical that humans develop action programs that result in global efforts to create cooperative living habitats; environmental settings in which humans and nature coexist and prosper.

The only way that cooperative living habitats can be developed is to educate a generation of global citizens who assume responsibility for improving the conditions of natural and social environments. The only way this can happen is for each person to internally develop a sense of environmental stewardship. This sense of stewardship leads to a personal commitment to actively create cooperative living habitats - worldwide.

Interlocking Dependency. Natural and social environments are interdependent ... due to man's ability

to not only create NEW environments (in artificial and natural surroundings) but to dramatically and permanently alter and affect the function and essence of existing natural phenomena. Still, man is dependent upon nature for resources and living space.

Nature and humans are so fused that it is nearly impossible for one to exist in the absence of the other. During man's earliest existence on earth, he was a pawn of nature; another species to be manipulated by climate, resources, and geography. Over time, man developed abilities to cope with the natural environment, and then invented processes and systems by which nature could be manipulated and altered ... to suit human whims and perceived needs. As a result of these manipulative powers over nature, man has sometimes improved nature's lot ... while at times creating catastrophic situations.

Excerpted from Richard Peters, "Developing The Concept of Cooperative Living Habitats," The Social Studies Teacher, September 1982 and February/March 1983.

DEVELOPING STUDENT SENSITIVITY ABOUT INTERLOCKING DEPENDENCY IN NATURAL/SOCIAL GLOBAL ENVIRONMENTS. ERIC February 1986 ED 261 831

WHY CULTURE STUDIES? WHY GLOBAL EDUCATION?

Together, the earth and its inhabitants are facing environmental and political/social problems which threaten the very existence of all life on this planet.

Today, the traditional view of the world as being made up of separate nations is being replaced with a focus on the role of the individual in a world system. WE are all neighbors on Spaceship Earth.

By fusing elements of environmental education/ culture studies/global education with the on-going social studies curriculum, instructional programs become vehicles for introducing students to eco/social issues and problems of global concern and magnitude.

WE are not only preparing our youth for immediate induction into today's world, but we must also provide them with the essential knowledge and skills necessary for successful participation in the global society of the Twenty-first Century.

WE must strive to educate students in social

living and tolerance for those people and things which are different from that which we know and are accustomed to. Only through awareness and exposure of the total global environment (as well as its inhabitants) can youth hope to develop insights and tolerance; these being the KEYS to membership in a global society.

Excerpted from Richard Peters, " The Role of the Social Studies Supervisor in Global Education Curriculum Development, " Social Studies Supervisors Association Newsletter, February 1983.

GLOBAL CITIZENSHIP

TODAY, we live in a global age. Environmental problems do not stop at national boundries, and in addition to these environmental concerns, technological advances - increased trade - tourism - cultural exchange programs - competition for markets and scarce resources, as well as the continuing arms race, are drawing nations and their people into ever increasingly complex relationships.

As the individual develops perceptions of ONENESS with the global community, he/she also begins to ponder the related rights and responsibilities which every human being must enjoy/assume. Among these rights and responsibilities are:

RIGHT of free passage from one nation/state to another -- so long as the individual has not violated the law;

RIGHT to live in quality natural and social environments;

RIGHT to free speech and self-expression -- within the law;

RIGHT to life/liberty/pursuit of happiness/security of domestic tranquility;

RIGHT to recreate in surrounding natural and social environments;

RESPONSIBILITY to live in peace and harmony with the human global community;

RESPONSIBILITY to identify problems/situations hazardous to humans and nature, and to actively work for their solution;

RESPONSIBILITY to educate future generations in the art of global citizenship and environmental stewardship;

RESPONSIBILITY to CARE for the plight of all human beings, all creatures of nature, and the quality of life space environments.

It is an ever-expanding perspective of the global environment which develops within the perceptual framework of the individual's mind as he/she matures emotionally and intellectually.

As the individual matures physically and socially, his/her lifespace expands to encompass previously non-perceived natural/social phenomena. As new phenomena

are encountered, the individual must find ways to relate new experiences and lifespace properties (e.g., feelings, objects, sounds) to his/her established frame-of-reference; lifestyles and values.

Only by exposing students to the global environment; directly and vicariously, can strides be made in the development of global citizens. Exposure to global natural/social environments leads to understanding and tolerance of differences -- which, in turn, leads to cooperation and mutual respect. Once the global citizenship concept has been internalized by the individual, there is a need for reinforcement with practice in real-life and simulated situations.

Excerpted from Richard Peters. THE GLOBAL CITIZENSHIP CONCEPT: PREPARING STUDENTS FOR INTERNATIONAL COOPERATION AND DIVERSE CULTURE EXPERIENCING THROUGH A CONTINUOUS-INTEGRATED-SEQUENTIAL PROGRAM OF AWARENESS AND EXPOSURE TO THE GLOBAL HUMAN COMMUNITY
ERIC ED 242 633 1984

LIFESPACE RELATIONSHIPS

Human beings are but one creation in the totality of nature. Their significance in the scheme of things is largely dependent upon their abilities to adapt and to develop intellectually and physically as well as to wisely manipulate and utilize their natural and social surroundings. Human beings belong to a community of living things in which each-and-every form of life is constantly dependent upon other forms of life for daily existence. The totality of this interdependence/interaction is called an ORGANIC COMMUNITY or ECOSYSTEM.

As human beings have developed highly technical societies, they have devised tools and techniques by which they can alter the natural ecosystem(s), change the course of rivers, and clear and reclaim the land. It is only recently that WE have begun to realize that our actions have led to pollution of the air that we breathe and the water that we drink, the destruction of natural geographical phenomena, and the uncontrolled increase in human population.

Human beings have begun to realize that they cannot survive on the face of the earth alone! They

are biologically and socially dependent upon other forms of life for substance and existence. Thus, our concern must not be limited to the human species; rather, we must give serious attention to the countless thousands of other forms of plant and animal life that directly and indirectly affect the quality of human life.

In their incessant haste to mold the physical structure of the earth, human beings have repeatedly violated the sanctity of nature. Geographical/topographical forms and characteristics have been altered and molded, the air and water have been polluted, essential organic elements in the chain-of-life have been destroyed, and the natural riches of the land have been greatly depleted.

Earth's resources are generally finite. Most of them cannot be replaced or produced even with advanced technology. Once a plant or animal species becomes extinct or the supply of a specific mineral is exhausted -- it is gone forever! Human beings must realize their responsibility to manage wisely the quantities of resources used and to protect the quality of remaining resources.

Population growth and distribution over the surface of the earth is a serious worldwide social and ecological problem. The concentration and growth of human numbers in a particular geographical region affects the quantity and quality of food and water supplies as well as employment opportunities, economic welfare, and shelter -- not to mention adequate ELBOWROOM or LIVING SPACE.

Excerpted from Richard Peters. HOW TO TEACH ABOUT HUMAN BEINGS AND THEIR ENVIRONMENT (Washington, DC: National Council for the Social Studies, 1976).

ECO/SOCIAL STUDIES

GLOBAL HORIZONS has created a bond between ecological and sociological (social) studies as a result of content/concept/skills integration -- thus resulting in the creation of a vehicle for emphasizing the interrelationship(s) between humans and their natural/social (human-made) lifespace environments.

The eco/social approach promotes and reinforces the concept: interdependence between humans and nature -- on a global scale. There is an integrated structure to the curriculum as well as to the organization of content and activities. An emphasis is placed on fusing selected properties of each social studies discipline[1] to create a logical study of a given topic -- for purposes of creating a conceptual bond among the several disciplines of knowledge in the minds of students.

An holistic (interdisciplinary) approach within the social studies content areas can be expanded to incorporate other disciplines such

as the arts, mathematics, and the sciences as well as foreign languages; resulting in an all-encompassing perspective of humans and their relationships within natural/social environments.

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1 anthropology, economics, geography, history, political science, psychology, and sociology.

Excerpted from Richard Peters, "The Eco-Social Approach to Global Education in the Social Studies Curriculum: K-12," Southern Social Studies Quarterly, Spring 1984.

HUMAN POPULATION GLOBAL IMPACT ON NATURAL/SOCIAL ENVIRONMENTS

From 1980 to 1982, the economies of the developing nations grew at 1.9 percent annually while population grew at 2.0 percent. The combination of rapid population growth, slowly developing per capita income bases, and inadequate technology has resulted in over-exploitation of resources. The result has been a deterioration of human and natural environments.

In 1981, the per capita income of the richest nations was nearly 220 times the per capita income of the poorest nations. At present growth rates, it will take seventy-to-ninety years for the poorest nations to double their per capita income. Meanwhile, their populations will double in thirty-five years or less.

The crude death rate for the world declined from an annual average of 19.7 per 1,000 population during the 1950s to 10.6 per 1,000 from 1980 to 1985 ... and is projected to fall to 9.1 per 1,000 from 1995 to 2000. For the developing nations, the average annual crude death rate declined from 24.4 per 1,000 during the 1950s to 11.0 per 1,000 from 1980 to 1985 ... and is pro-

jected to decline to 9.0 per 1,000 from 1995 to 2000. In December 1983, the United Nations estimated the world population to be 4.76 billion people (1984) ... 770 million more than the population in 1974. By the year 2000, the total global human population is projected to reach 6.13 billion.

Uncontrolled human population growth will have negative effects on the CARRYING CAPACITY of earth.

1. Presently, about half of the world's population has an inadequate diet. The world food situation is likely to become worse; the demand for food is expected to double by 2000.

2. Average food production per person has dropped since 1973. Even though more food is available in developing countries, many people cannot afford to buy it. Two-thirds of the world's food supplies are consumed by the developed nations ... comprising only one-third of the world's population.

3. The oceans are overfished and polluted. Overfishing has depleted the stocks of many fish species. Contamination by petroleum, pesticides, and heavy metals has disrupted oceanic food chains and made catches unsafe for human consumption.

4. The world's finite fossil-fuel reserves are being depleted by rapid population growth coupled with increased consumption due to greater affluence and wasteful energy usage.

5. Through its numbers and ecologically-disruptive activities, the human species threatens the survival of thousands of plant and animal species. Approximately 300 species of birds and mammals are threatened with extinction.

Excerpted from Richard Peters. HOW TO TEACH ABOUT HUMAN POPULATION IN THE GLOBAL COMMUNITY: FROM BUCHAREST TO MEXICO CITY
ERIC ED 251 397 1985

SELECTED AUTHOR'S PUBLICATIONS

"Urban Environmental Education: Student Perceptions of the Natural and Social Geography of the Inner City," The Journal of Geography, April 1971.

"To Perceive the Urban Environment," The Journal of Environmental Education, Winter 1971.

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HOW TO TAKE THE CLASSROOM OUT INTO THE ENVIRONMENT: A RESOURCE GUIDE
ERIC ED 125 856 1976.

PROXIMITY CONGRUENCY AND PROXIMITY INCONGRUENCY: FACTORS AFFECTING THE STATE OF THE ART OF ENVIRONMENTAL EDUCATION
ERIC ED 128 167 1976.

"Environmental Education Program Development and the Rural School Curriculum: Introducing Students to the Total Lifespace Community," Rural/Regional Education News, September-October 1977.

MAN IN HIS WORLD
ERIC ED 144 790 1978.

PROGRESS TOWARD A GLOBAL PERSPECTIVE OF ENVIRONMENTAL QUALITY: STRATEGIES TO AFFECT STUDENT AWARENESS OF THE ENVIRONMENT
ERIC ED 157 689 1978.

"Putting GLOBAL 2000 To Work In The School Curriculum," Environmental Education Report, January 1981.

A VIEW OF TOMORROW'S WORLD: THE NEED TO DEVELOP STUDENT PERCEPTIONS OF GLOBAL INTERDEPENDENCE AND ENVIRONMENTAL STEWARDSHIP
ERIC ED 204 174 1981.

ECOSOCIAL STUDIES: A STRATEGY TO DEVELOP GLOBAL PERSPECTIVES AND RELATIONSHIPS AMONG NATIONS AND BETWEEN HUMANS AND THEIR NATURAL/SOCIAL ENVIRONMENTS
ERIC ED 207 816 1981.

TEACHING STUDENTS TO BE PROACTIVE CHANGE AGENTS IN A GLOBAL AGE: A NEW DIRECTION FOR PRESERVICE AND INSERVICE TEACHER EDUCATION
ERIC ED 207 952 1981.

PROACTIVE STUDENTS IN GLOBAL EDUCATION: UNDERSTANDING THE THIRD WORLD - A MOVING FORCE IN OUR LIVES
ERIC ED 211 357 1982.

TWENTY-FIRST CENTURY TECHNOLOGY AND THE GLOBAL ENVIRONMENT: DEVELOPING A CAUSE/EFFECT RELATIONSHIP PERSPECTIVE AMONG PROACTIVE ACTION STUDENTS
ERIC ED 213 592 1982.

COPEing WITH ENVIRONMENTAL EDUCATION PROGRAM DEVELOPMENT AND INFUSION INTO THE GLOBAL STUDIES CURRICULUM
ERIC ED 238 652 1984.

DEVELOPING THE GLOBAL LINKAGE CONCEPT FOR COOPERATIVE LIVING HABITATS -
ERIC ED 248 177 1984.

HOW TO TEACH ABOUT HUMAN POPULATION IN THE GLOBAL COMMUNITY: FROM BUCHAREST TO MEXICO CITY
ERIC ED 251 397 1985.

ENTER: GLOBAL STUDIES

Since the mid-1970s, the global education or global studies movement has gained many proponents and a foothold in K-12 and higher education curricula, alike. For example, the Florida Collegiate Consortium on International/Intercultural Education has existed since 1978.

In 1983, the National Council for the Social Studies (NCSS) International Activities Committee created a subcommittee (of which this author was co-chairman) to develop a program of international study/curricular projects with colleges and universities.

Unfortunately, over the course of the past decade, many advocates of global education/global studies have either been grossly misunderstood by advocates/critics, alike, or have deliberately misrepresented the true nature and character of globalism ... in curricula. As a result, environmental education and global education/global studies are perceived, by many, as being another foothold for proponents of 'one worldism', supremacy of the United Nations, and the dominance of non-democratic societies ... in America's schools. The fear is that 'globalism' must mean internationalism in the most-negative sense of the word; forsaking national identity for universal allegiance.

Certainly in rural communities throughout America a sense of nationalism exists; probably to a greater degree and intensity than that found in larger, more-metropolitan centers. In close knit, rural communities family ties and roots are more-easily maintained and identified than in the cultural/social mixes of larger communities.

Even in rural communities, there are ways by which students can be exposed to the global community of humans and nature ... without seemingly trying to indoctrinate youngsters in international politics.

GLOBAL HORIZONS has published a periodic newsletter, GlobeScope, since 1983 ... with the purpose of helping classroom teachers and supervisors to systematically infuse global education/global studies into the on-going curricula of America's schools; elementary and secondary.

"Developing the Concept of Cooperative Living Habitats" VOLUME III Number 2 January 1986

"Cooperative Living Habitats" VOLUME IV Number 3 March 1987

"The SAGE Cross-Culture Matrix" VOLUME V Number 4 May 1988

GlobeScope

VOLUME III Number 2

January 1986

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies

"Developing the Concept of Cooperative Living Habitats"

As defined in "Developing the Concept of Cooperative Living Habitats: Understanding India", The Social Studies Teacher ... January 1983, a cooperative living habitat is any given environmental setting in which humans and nature coexist and prosper.

To ignore the well-being of both natural and social environments means that humans will not only destroy the natural surroundings but, in the process, themselves as well.

Worldwide, it is critical that humans develop action programs which result in global efforts to create cooperative living habitats.

According to the GLOBAL 2000 REPORT TO THE PRESIDENT (1980), if present trends continue, the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now.

If present human practices and trends continue regarding the use and misuse of Planet Earth, serious stresses on our global ecosystem most definitely will occur.

Environmental problems do not stop at national boundries. Technological advances, increased trade, tourism, cultural

exchange, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships.

Traditional views of the world as being made up of separate nations is being replaced with a focus on the role of the individual in a world system. This emerging global perspective has been defined as a self-conscious awareness of one's involvement in the world society and as a set of attitudinal/social skills which enable the individual to take effective and responsible action.

There is no escaping the fact that the world is currently undergoing an environmental crisis on two interrelated planes: human environmental and natural environmental phenomena. Because this crisis is global in nature and scope, there is an urgent need for international cooperation in order to solve problems which effect humans and all of nature.

Through systematic study of global environmental problems, students can develop an awareness of human/nature relationships. What is right? What is wrong? What can be done to solve problems?

GlobeScope reserves the right to edit manuscripts submitted for publication.

GlobeScope (VOLUME III Number 3) will be published in March 1986

GlobeScope

VOLUME IV Number 3
March 1987

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies

"Cooperative Living Habitats"

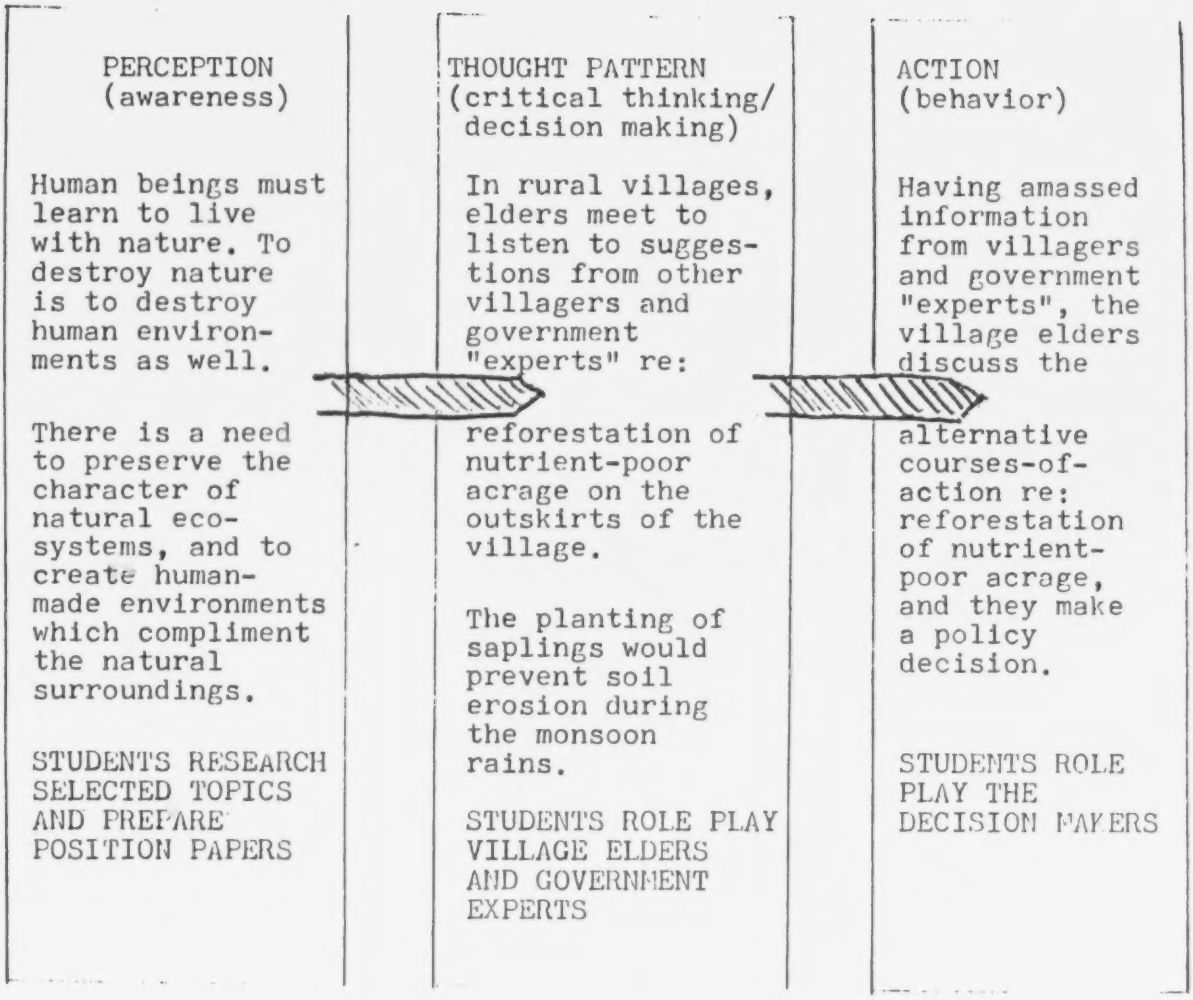
(Excerpts taken from "Developing the Concept of Cooperative Living Habitats" from THE SOCIAL STUDIES TEACHER 1983)

There is no escaping the fact that the world is currently undergoing an environmental crisis on two interrelated planes: human environment and natural environments.

Because this crisis is global in nature and scope, there is an urgent need for international cooperation in order to solve problems which effect both human beings and all of nature.

The only way change can occur is to educate a generation of global citizens who assume the responsibility for improving the conditions of natural/social environments. The only way this can happen is for each person to internally develop a sense of environmental stewardship. In turn, this sense of stewardship leads to a personal commitment to actively create cooperative living habitats - worldwide.

An example of this global citizenship perspective can be seen in the following PROACTIVE ACTION MODEL (PAM) activity:


PERCEPTION
(awareness)
Human beings must learn to live with nature. To destroy nature is to destroy human environments as well.
There is a need to preserve the character of natural ecosystems, and to create human-made environments which compliment the natural surroundings.
STUDENTS RESEARCH SELECTED TOPICS AND PREPARE POSITION PAPERS
THOUGHT PATTERN
(critical thinking/ decision making)
In rural villages, elders meet to listen to suggestions from other villagers and government "experts" re:
reforestation of nutrient-poor acrage on the outskirts of the village.
The planting of saplings would prevent soil erosion during the monsoon rains.
STUDENTS ROLE PLAY VILLAGE ELDERS AND GOVERNMENT EXPERTS
ACTION
(behavior)
Having amassed information from villagers and government "experts", the village elders discuss the
alternative courses-of-action re: reforestation of nutrient-poor acrage, and they make a policy decision.
STUDENTS ROLE PLAY THE DECISION MAKERS

The editor of NATIONAL WILDLIFE has stated that "our world is in ferment: repressive wars in the name of freedom ... religious wars in the name of God ... terrorism in the name of peace ... erosion and pollution of precious resources in the name of progress ... widespread hunger among have-not nations, mystified that we pay farmers not to produce food. And an exploding population, seemingly out of control". THIS IS OUR "TODAY" AND OUR "TOMORROW"!

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GlobeScope (VOLUME IV Number 4) will be published in May 1987

GlobeScope

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VOLUME V Number 4

May 1988

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies

" The SAGE Cross-Culture Matrix "

An integral part of the HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP) is the SAGE [1] Cross-Culture Matrix .

The matrix format provides a basis for the comparison of diverse global cultures in specific topic areas, e.g., communication, dress/food, technology/tools (Diagram I) as well as the in-depth study of specific cultures using Colin Turnbull's human cycle construct [2]; childhood, adolescence, youth, adulthood, and old age (Diagram II) .

Students collect data, compile data ontp oaktag index cards, and display the data on a classroom-size matrix board (4''x 8') .

MATRIX TOPICS

(1) Behavior(s)
(2) Communication
(3) Customs
(4) Dress/Food/Shelter
(5) Geography/Topography
(6) Institutions (Economics, Education, Family, Government, Marriage, and Religion)
(7) Social Roles/Status
(8) Technology/Tools
(9) Values

1 Student Awareness of Global Environments

2 Turnbull, Colin. THE HUMAN CYCLE (NY: Simon and Schuster, 1983)

CULTURES	1	2	3	4	5	6	7	8	9
A									
B									
C									
D									

Diagram I Cross-Culture Matrix

HUMAN CYCLE	1	2	3	4	5	6	7	8	9
Childhood									
Adolescence									
Youth									
Adulthood									
Old Age									

Diagram II Human Cycle Matrix

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GlobeScope (VOLUME V Number 5) will be published in September 1988

In the hearts and minds of some well-intentioned individuals, it is firmly believed that it is not possible for an advocate of globalism in the curriculum to be a "my country first" nationalist. Unfortunately, to many individuals 'globalism' equates with internationalistic political views; thus creating a threat to American values, national pride, and our way-of-life. Because of this misconception, the global education/global studies movement has been dealt a mortal blow in many school systems.

This current state exists because of two interrelated factors:

1) There are too many classroom teachers and supervisors dealing with a subject in which they are ill-prepared re: content, perspectives, instructional strategies, evaluative techniques, and feedback formats.
   Most global education/global studies teachers have not received proper inservice training. They simply use whatever textbook is immediately available ... and call it global education.

2) Many advocates of global education/ global studies, at the post-secondary level, are <u>not</u> in step with the times ... in the classroom. For many of them, it has been years since they taught an elementary or secondary grade class ... and for others, they have <u>never</u> experienced classroom teaching/management at the K-12 level. Therefore, many of these so-called 'experts' cannot properly relate to the learners and teachers who directly interact with the global subject matter. It is clearly a case of the blind-leading-the-blind!

No wonder that the average man-in-the-street is confused when it comes to a definition of global education. As has been the case with a definition of 'social studies' for the past thirty years, there is no definitive definition of 'global education'. Each and every so-called expert can conjure up his/her own definition; tailor-made to fit each unique program situation. Thus, ambiguity results in misunderstanding and distrust. For example:

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

> Efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. Develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence; to perceive and understand the world as a global system.

WINSTON TURNER, NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

> Because nations, cultures, and people are not isolated from each other and have functioned interdependently for centuries, it is high time we approach learning about them as participants in, and shapers of, a larger human culture.

MICHIGAN DEPARTMENT OF EDUCATION

> A lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems - social, cultural, racial, economic, linguistic, technological, and ecological. The implementation and application of the global perspective in striving for just and peaceful solutions to world problems.

LEE ANDERSON

> A capacity to perceive oneself and all other individuals as members of a single species of life whose numbers share a common biological status, a common way of adapting to their natural environment, a common history, a common set of biological and psychological needs, common existential concerns, and common social problems.

JOHN COGAN

> Solutions to the mounting number of problems and conflicts all nations of the planet require interdependent, cooperative action on the part of the entire world community.

THOMAS SHANNON, NATIONAL SCHOOL BOARDS ASSOCIATION

> Global education is not a thinly disguised attempt to sell some vague form of 'one-worldism' or 'world

citizenship' to American schools. Its purpose is to assure that our citizens are adequately prepared to function intelligently as decision makers.

DAVID C. KING, GLOBAL PERSPECTIVES IN EDUCATION

Young people need training to cope with the complexities of global interdependence.

JAMES M. BECKER, INDIANA UNIVERSITY

Global perspective: a self-conscious awareness of one's involvement in global society and a set of cognitive, attitudinal and social skills that enable individuals as individuals and as members of groups to take effective and responsible action; to avoid ethnocentrism ... or drawing sharp

divisions between the United States and the rest of the world.

WILLIAM B. STAPP, UNIVERSITY OF MICHIGAN

Our (global) ties have moved far beyond hereditary and cultural bonds, far past telecommunications and transcontinental travel. This planet is a delicate weave of beliefs, customs, patterns, and actions. There is no independence. Each individual and nation is part of this intricate weave. Progress toward the solutions to complex problems and issues is enhanced through cultural awareness and understanding, the international exchange of ideas and information, and actions that represent holistic thinking. We need to see the world in its global context.

PHYLLIS MAXEY

Decisions about the international system have consequences that are transnational.

COUNCIL ON LEARNING

International public questions, e.g., geopolitical concerns, global ecology, food/hunger, the world economy, must be seen in the political arena as issues largely integrated into the country's (USA) domestic concerns. The historic division between domestic and global agendas is rapidly disappearing.

ROBERT LEESTMA, U.S. DEPARTMENT OF EDUCATION

Develop a humanistic education appropriate to the reality of interdependence on an ethnically diverse and culturally pluralistic planet.

LESTER BROWN, WORLDWATCH INSTITUTE

Interdependence is not a seasonal or a cyclical phenomenon, but a pervasive reality that is increasingly becoming a central fact of (human) existence.

JAN TUCKER, FLORIDA INTERNATIONAL UNIVERSITY

A process which enables the learner to:

conceptualize and understand the complexities of the international system;

develop an appreciation of the diversity and commonalities of human values and interests.

GORDON M. AMBACH, NEW YORK STATE EDUCATION DEPARTMENT

American citizenship has increasingly meant world citizenship. There is a need to prepare students for a rapidly changing world in which interdependence will increase and cultures impinge more upon each other.

To learn about another culture one must partially divest oneself temporarily of the influences that one's own culture imposes on perceptions.

Global education/global studies function at two distinct levels re: the affective and cognitive domains of learning and values development.

> First, a knowledge/understanding of the 'things' which make natural and social environments different/similar ... on a global scale.

> Second, an empathy for the concerns and needs of others; economic, political, and social.

Global education <u>can</u> be a logical and systematic exposure to diverse natural/social environments ... based upon fact, and fact alone. In the affective domain, global education <u>can</u> be a process of indepth understanding and values clarification.

Global education does <u>not</u> have to automatically be structured so as to massage the affective <u>and</u> cognitive at the same time. In fact, global education can be whatever a particular community/school system wants it to be. That is both the 'beauty' and curse of having an undefined discipline of study.

It is possible for an individual to be knowledgeable about the world and still remain a nationalist! Simply because one has an interest in a globalistic view/perspective of the world does not mean that he/she must support the concept of one-worldism.

It is important for those in the global education field to get out into the 'real world' and to promote GE as a state of understanding, first, and only as a state of empathy, second.

It is:

> possible for an individual to be knowledgeable about diverse cultures and political ideologies without necessarily developing an empathy for or commitment to those practices and views. It is all in the way that the subject is taught.

> possible for an individual to understand the differences/similarities of lifespace environments and social systems without possessing a commitment to those distinct differences; natural or human-made.

IN RETROSPECT

As was true in 1976, it is true, today, that man interacts with natural and social environmental phenomena on a day-to-day basis ... on a global scale. But, interaction alone is not enough ... if we are to intelligently conserve, manage, and protect our natural and human resources.

Back in 1976, reference was made to proximity congruency; that is, a state of harmony between two or more phenomena found within a clearly defined lifespace environment. It is imperative that students have direct exposure to/interaction with natural and social lifespace phenomena ... so that a state of proximity congruency can exist between the learner and the lifespace. Only as a result of direct contact with the environment can the individual perceive his/her 'role' or 'station' in the total scheme of the global community. This interaction process enables the learner to develop a sense of stewardship.

Since 1976, this author's interests in environmental education have broadened to encompass global studies, and attention has been paid to perceptual bonds between natural and social environments; interrelationships and interdependence, on a global scale.

ECO/SOCIAL STUDIES; the process of developing perceptual bonds in the experiences and minds of students, has been the result of this evolutionary program development process. In 1982, the HELP program was designed/developed for classroom and field-based activities. The HUMANS AND ENVIRONMENT LEARNING PROGRAM is equally applicable to rural/suburban/urban schools and environment-based learning.

APPENDIX I

There are countless numbers of reference sources on the topic of global education/ global studies. Many of the sources listed below provided the foundation for later concept development and instructional strategies in the field.

Anderson, Lee. Schooling and Citizenship In A Global Age: An Exploration of the Meaning and Significance of Global Education (Bloomington, IN: Social Studies Development Center, Indiana University, 1979)

Becker, James M. Schooling for a Global Age (New York: McGraw-Hill, 1979)

Boyer, Ernest L. "A Global Perspective: The New Imperative," Today's Education (November-December 1978)

Buergenthal, Thomas. International Human Rights and International Education (Washington, DC: Superintendent of Documents, U.S. Government Printing Office, 1976)

Cogan, John J. "Global Education in the Elementary Schools: Teacher Education," Social Education 41:1 (January 1977)

Council On Learning. "Educating for the World View," Change 12:4 (May-June 1980)

Hanvey, Robert G. An Attainable Global Perspective (New York: Center for Global Perspectives, Inc., 1974)

Leestma, Robert. "Education for a Global Age: What Is Involved?" Vital Issues 28:7 (March 1979)

Mehlinger, Howard D. Global Studies for American Schools (Washington, DC: National Education Association, 1980)

Switzer, Kenneth A. Global Issues: Activities and Resources for the High School Teacher ED 179 436 (Boulder, CO: ERIC/ChESS)

Todorov, Karen. "The Importance of Global Studies in the Social Studies Curriculum," The Social Studies Teacher 1:3 (April 1980)

Wilson, Donald C. "Viewpoints in Global Education," Social Studies 71:6 (November-December 1980)

" The past is ever with us and all
that we are and that we have
comes from the past. "

Jawaharlal Nehru
The Discovery of India

In education, today, everyone and everything is being held accountable and evaluated - to determine not only relevance but value to the formal process of learning. Because determining relevance and value are highly subjective decisions, many critics as well as proponents of public school education have called for objective assessments re: student learning/application, classroom teaching methods, curriculum content/structure, and materials.

The social studies are an essential element of elementary/secondary curricula, and social studies people must be prepared to identify and establish the BASIC concepts/content/skills as the foundation for social education[1] in the nation's rural/urban schools.

In order to establish social studies BASICS there is a need to identify those elements within the several disciplines[2] which are essential for the intellectual enrichment and social development of students.

There is a need to establish a subject matter task force committee. The TFC membership should include: K-12 social studies teachers, department chairpersons, curriculum coordinators and/or subject

matter supervisors, and interested administrators. The TFC should be charged, by the school board, to identify BASIC social studies elements for each grade (K-12) as well as establish Essential Student Outcomes (ESOs); broad goal statements, and Performance Indicators (PIs); specific tasks to be accomplished within the framework of ESOs to be achieved on a year-by-year/grade-by-grade and multi-year/multi-grade levels.

QUESTIONS THAT NEED ASKING

What is it that students should know at the end of each grade? Upon graduation? What should students be able to do with acquired social studies concepts/content knowledge/skills? Which concepts? Which content knowledge? Which skills? How will the BASICS be organized? Will the curriculum be continuous and sequential in design - from grade-to-grade or separate and segregated grade-by-grade? What is the role of the classroom teacher in the minimum competencies acquisition process? What type(s) of instructional support systems are needed in order to make the processes of instruction/learning work? What types of instructional strategies work best? What types of evaluative instruments will be used to assess proficiency? At what level of proficiency? These are but a few of the questions that must be asked - and answered when planning for accountability.

PROSTAT

This author has devised a curriculum organization graphic mode which lends itself to the structure of minimum competencies program development. The PROSTAT (PROgressive Steps Toward AchievemenT) format can be used by school systems to detail what is to be done, how it is to be done, and how well it was done. Details can be as general or as specific as a particular school system chooses.

UNIT. A general category of study; global in nature.

TOPIC. A specific portion of the general category; detailed in nature/character/function.

ESOs. Broad goal statements of achievement by learners.

PIs. Specific tasks to be achieved by learners - related to Essential Student Outcomes.

CONTENT. The areas of study related to the Unit and Topic.

ACTIVITIES. Specific tasks to be performed by learners; related to Content.

MATERIALS. Devices/tools employed to enhance learning; cultural artifacts used to generate awareness/exposure and to enrich/refine previously acquired knowledge and skills.

ENRICHMENT. Activities which enhance/enrich group learning re: Content and Activities. Undertakings by individuals/small groups which supplement large group learning.

EVALUATION. Devices/strategies employed to determine the quantity/quality of concept/content/skills acquisition/enrichment by learners; related directly to ESOs and PIs.

UNIT	TOPIC	ESOs	PIs	CONTENT	ACTIVITIES	MATERIALS		ENRICHMENT	EVALUATION
						PRINT	NON PRINT		

ACCOUNTABILITY IN RURAL SCHOOLS

Irregardless of the location or size of the school system, there is a need to approach accountability and minimum competencies program development in a similar fashion.

Whether a system contains one room schools or buildings that house thousands of students, whether the setting be rural or urban, whether it be an affluent system or not, there is a need to critically analyze 1) WHAT IS GOING ON, 2) HOW WELL WHAT IS GOING ON IS BEING DONE, and 3) WHAT THE OUTCOMES OF WHAT IS GOING ON ARE.

Program design can be simplistic or highly sophisticated; depending upon the nature of the system to be analyzed. The proficiency standards set for students can be realistic and attainable by the majority of the student body, or they can be unrealistically demanding and achieveable only by a small number of students. Special education students can be incorporated into the system-wide plan or serviced by IEPs. The assessment strategy can be simply a pencil-and-paper format or can encompass student self-assessments, teacher insights, community service activities, etc. The assessment process can be highly objective, somewhat subjective, or a combination of both.

Rural schools possess the same basic resources needed for the development of an accountability program/minimum competencies standards as do other systems. Granted, a rural system may not possess the quantity of resources found elsewhere, but the quality can be as good as anywhere else. The most-basic resource is: PEOPLE. In any/all systems undertaking assessment of student/process performance, there is a need for teacher/administration/support staff inservice education.

INSERVICE EDUCATION

The purpose of any inservice education program should be two-fold:

teacher awareness of and exposure to concepts/content/materials/pedagogical strategies/skills related to subject matter areas of the curriculum. This awareness of and exposure to also pertains to administrative and evaluative goals such as the assessment of proficiency and the worth of programs/processes; K-12.

knowledge and skills enrichment in more-familiar content and services aspects of the typical curriculum.

A Case Study. From September 1973 through June 1976, the NIE funded EXPERIMENTAL SCHOOLS (ES) project in New Hampshire School Union 58 conducted a research study to identify the qualities of inservice education (workshops) which make such programs successful.

Workshops are an effective way to learn new methods, techniques, and/or skills.

Workshops stimulate teachers to be more creative in their classrooms.

There is a definite 'transferability factor' to workshops. Teachers apply skills learned to their classroom instruction.

Important factors leading to workshop success include:

subject matter content and skills to be learned/ applied;

methods/techniques taught;

location of planned activities;

time-of-day activities are planned for/conducted;

methods employed by instructors;

materials displayed or employed in the instructional process;

and

the personality of instructors.

Elementary grade teachers exhibit a preference for less-structured, highly informal, and more-individualized type learning sessions which allow for personal involvement and direct participation in training activities.

Secondary grade teachers exhibit a preference for formally structured, OTHER-directed inservice training; activities which more-closely resemble the structure/content of college courses.

There are two distinct (but related) types of inservice education activities which can be employed in a rural school system. The percentage of one format to the other is to be decided from system-to-system.

WORKSHOPS. All-day or half-day release time sessions which provide opportunities for skills development, materials construction, HOW TO DO IT techniques, program orientation, and curriculum development. Add to this list, the development of ESOs and PIs as well as test item writing.

SKILLSHOPS. Follow-ups to workshops geared toward skills acquisition/enrichment and application. For example, at an all-day workshop teachers are trained how to write ESOs/PIs and/or test items. During a skillshop session, members of the social studies TFC write a series of ESOs/PIs and/or test items re: assessment of student proficiency. [3]

Active student exposure to/acquisition of BASIC concepts/content knowledge/skills (and their subsequent application for enrichment and refinement) is achieved through direct and vicarious learning experiences.

AUDIOVISUAL MATERIALS. Graphic/sound presentations used to expose students to events, ideas, personalities, and places not readily accessible on a direct basis.

COMMUNITY STUDIES. Interactions with lifespace phenomena; research topic identification, hypothesis generation, data collection design/analysis, interpretation of data and conclusions.

GUEST SPEAKERS. Personalities who interact with students to share knowledge, express views, and to clarify issues.

RESEARCH REPORTS. Assembling researched data into an audiovisual/print format for presentation to an audience; the sharing of knowledge acquired from a project.

SIMULATIONS. Role playing participants in real-life, hypothetical situations which require critical thinking and decision making on the part of each actor.

SKILLS ACTIVITIES. The initial acquisition of basic subject matter-related skills (e.g., map reading, constructing sentences/paragraphs, using a library card catalog) and/or the application/enrichment of previously learned skills.

COMMENT

Anything and everything discussed in this paper re: accountability/minimum competencies in the social studies can be achieved in rural school systems.

There is no need for vast sums of money to achieve accountability. Instead, there is a need to skillfully identify/organize/utilize those resources which exist within any system; namely, the human potential, instructional materials, processes of instruction/learning, and community resources - both people and places.

It must be remembered that resources identification/organization/utilization and product development/assessment take TIME. There is no rushing the process of thoughtful program development - implementation - assessment - refinement.

There is a need to develop an overall plan; a goal statement which explains what the purpose of the accountability program is and how that goal(s) is (are) to be achieved. The plan, in turn, dictates what the ESOs and PIs will be; in turn, they determine content and activities. Instructional materials identification and utilization in the teaching/learning process will be greatly affected by ESOs/PIs and content/activities statements. Assessment is keyed to ESOs/PIs.

For those rural systems with limited financial resources, program development/implementation assistance can be gained from the state department of education (subject matter specialists/curriculum and instruction professionals, assessment/evaluation departments) and professional associations such as the National Council for the Social Studies (NCSS). The LPG and/or social studies task force committee, in a given system, can write to other state departments of education and school systems for descriptive literature. In many instances, individuals from other systems/states can be invited to participate in local inservice education activities. Costs would be minimal.

Teachers may choose to enroll in courses, attend regional HOW TO DO IT conferences, and participate in summer workshops. Release time visitations to other nearby systems is a possibility.

END NOTES

1 Student proficiency in subject matter content/skills as well as accepted social behavior. An on-going process of learning how to function within a social order - according to a set of agreed upon rules.

2 Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology. Culture studies, death and dying, environmental education, law education, and religion are among several topics of study often included in social studies curricula.

3 Richard Peters, "Inservice Training," The Common (New England Program In Teacher Education) July 1977.

4 John Jay Ponstingl. Introduction to the Social Sciences (Boston: Allyn and Bacon, Inc., 1985).

5 John Dewey. Lectures in the Philosophy of Education: 1899 (New York: Random House, 1966).

APPENDICES

SAMPLE ESSENTIAL STUDENT OUTCOME (ESO)

The student will demonstrate an understanding of the character/location of diverse global environments; natural and social.

SAMPLE PERFORMANCE INDICATORS (PIs)

The student will:

identify five (5) environmental lifespace phenomena, e.g.,
- minerals
- topography
- mountains
- lifestyles
- dwelling types
- social organization(s)

select/locate two (2) lifespace regions on a wall map, globe and/or desk top map or in an atlas.

describe similarities/differences of five (5) environmental lifespace phenomena found in each selected region. Research is required.

list four (4) ways that the social environment(s) in each selected region has adapted to the surrounding natural environment.

list four (4) ways that the social environment(s) have affected the natural environment(s) in a positive or negative way.

SAMPLE ESOs/PIs (continued)

There are several ways that each PERFORMANCE INDICATOR can be performed and proficiency demonstrated:

Matching vocabulary words with descriptions;

Writing sentences and paragraphs;

Drawing maps;

Oral reports;

Audiovisual presentations;

Locating specific places on outline maps;

Etc.

PROFICIENCY

When will a learner be considered proficient in the mastery of BASIC subject matter concepts/ content/skills ?

That is a decision which must be made at the local school system level; by the subject matter task force committee, the parent LPG (Local Planning Group) which oversees the program development, and the school board.

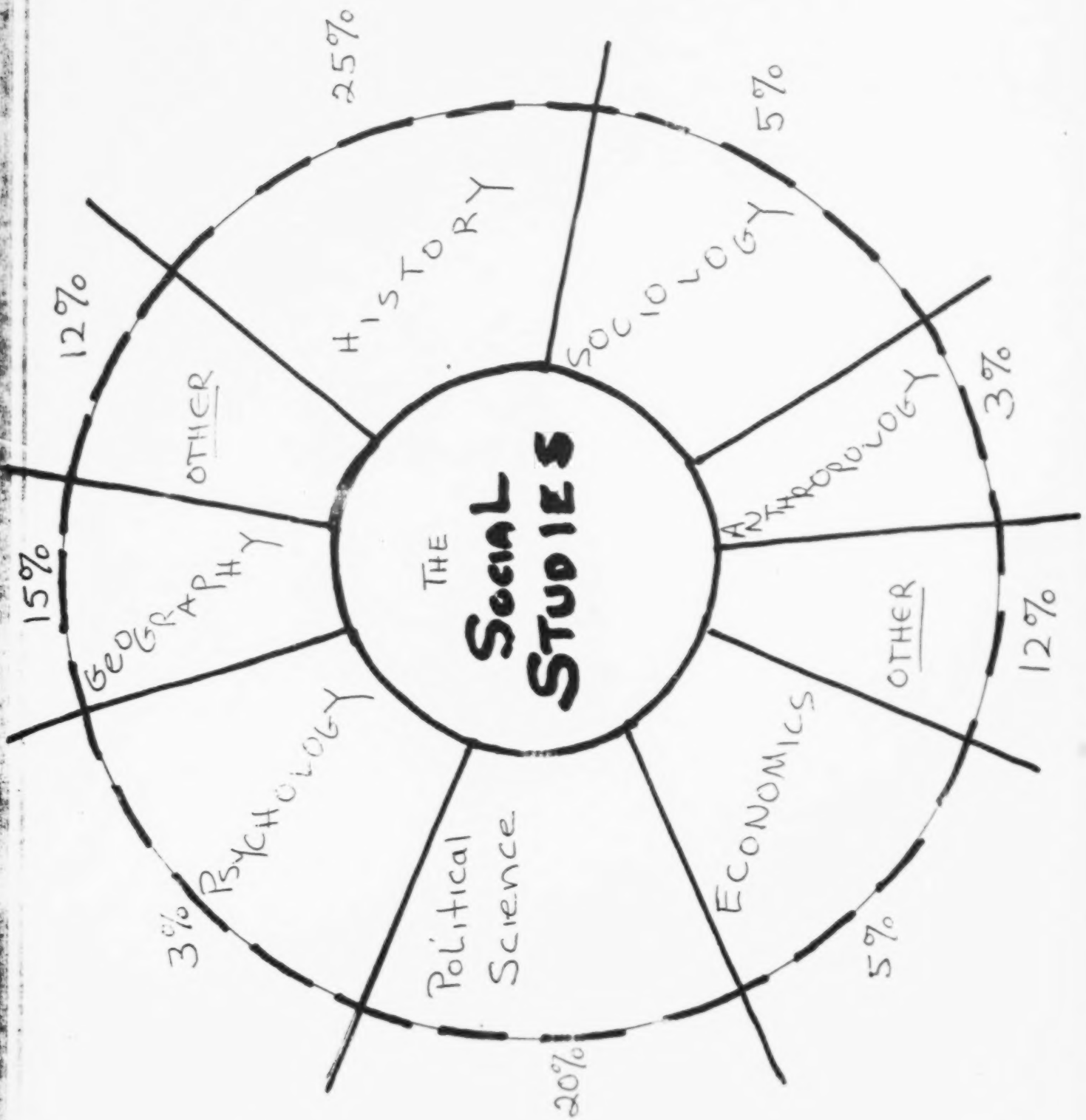
Some Examples. Correct responses to sixty per cent (60%) of subject matter test items.

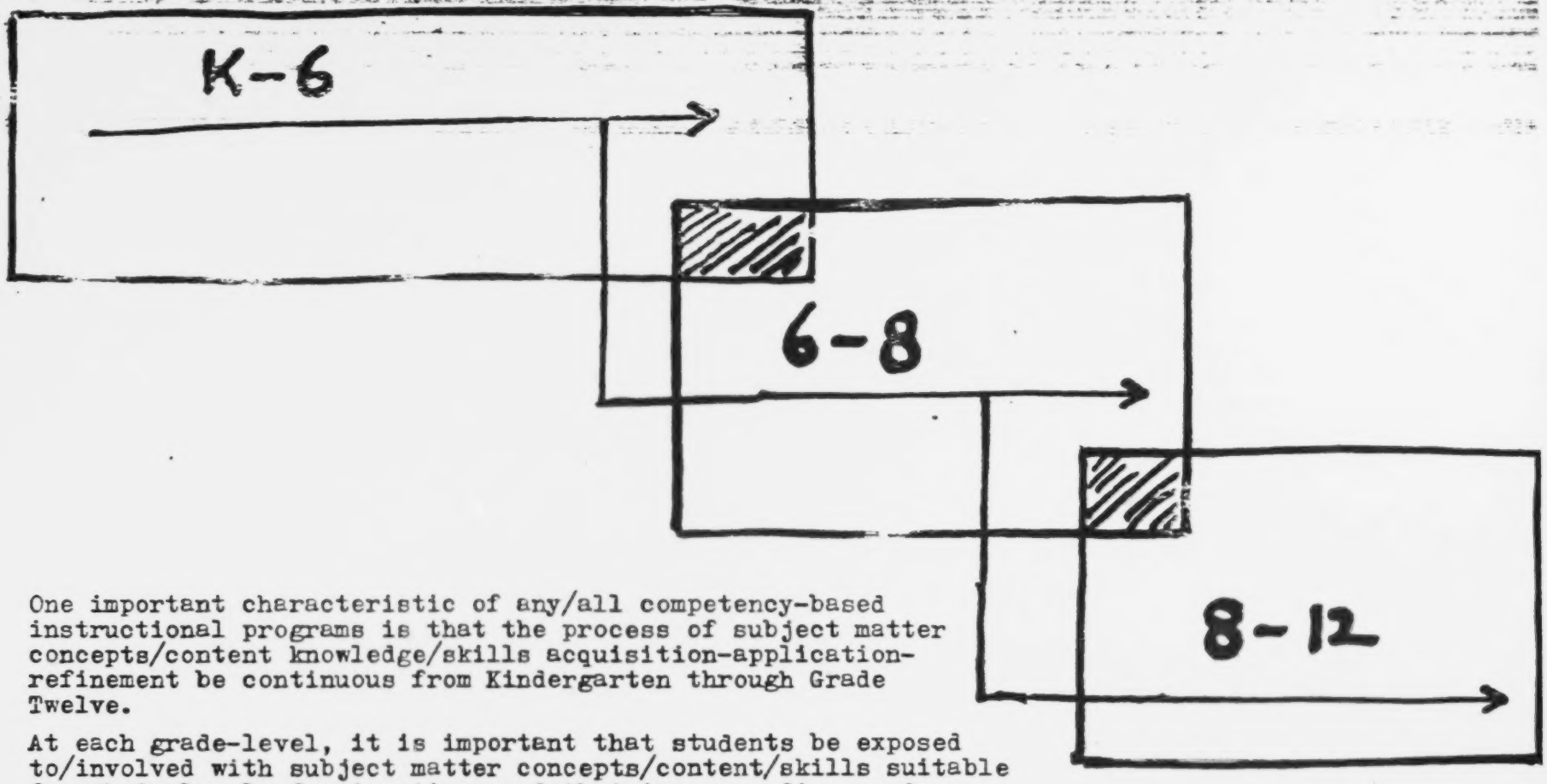
Correct responses to seventy-five per cent (75%) of subject matter test items.

Correct responses to sixty-five per cent (65%) of subject matter test items and a grade of seventy (70) on any two of five essays.

Correct responses to seventy per cent (70%) of subject matter test items, a grade of seventy (70) on any two of five essays, and a grade of sixty (60) on vocabulary matching.

The percentage of curriculum organization/ instructional time given each social studies discipline is determined at the local school system level.

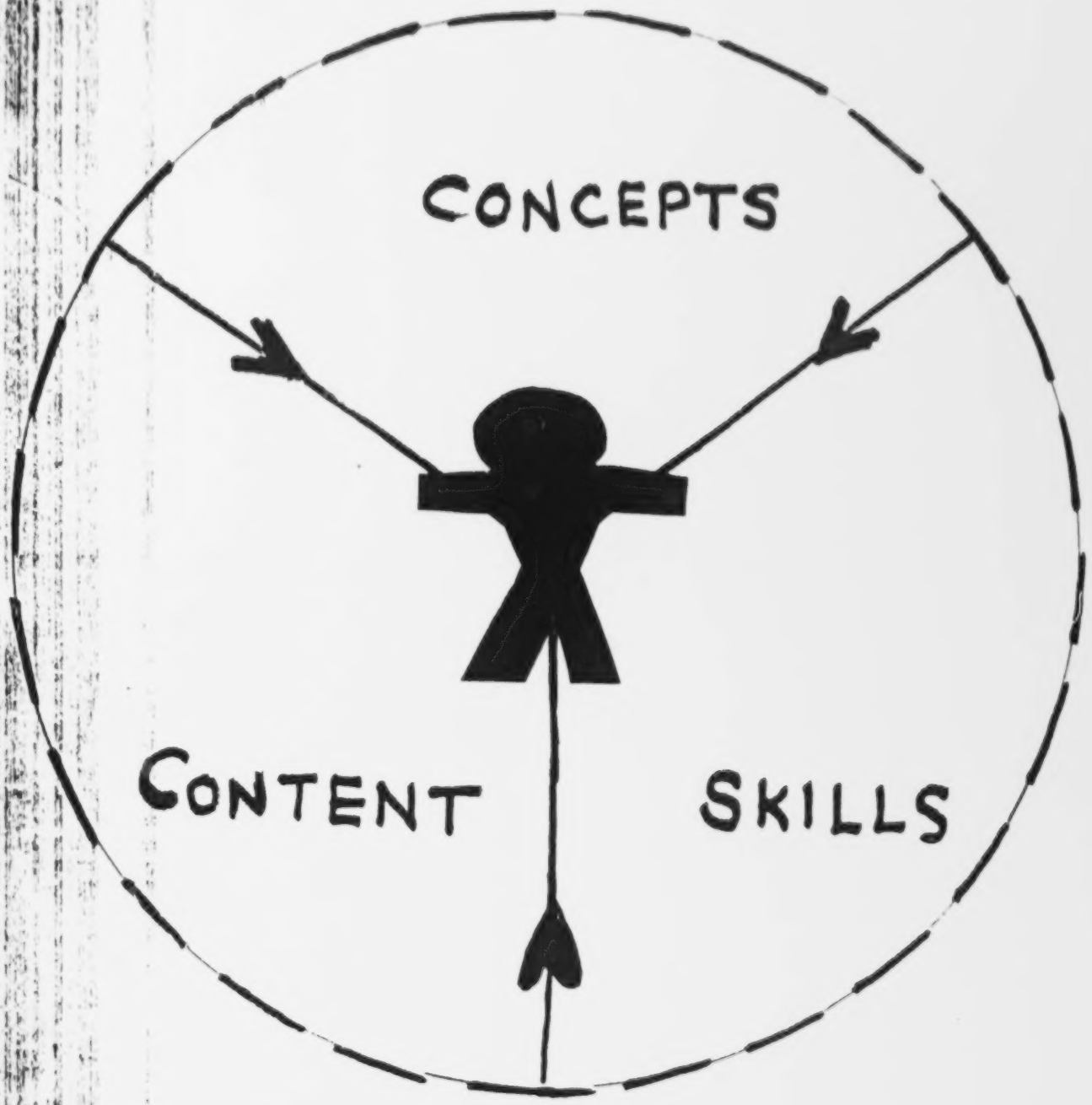




One important characteristic of any/all competency-based instructional programs is that the process of subject matter concepts/content knowledge/skills acquisition-application-refinement be continuous from Kindergarten through Grade Twelve.

At each grade-level, it is important that students be exposed to/involved with subject matter concepts/content/skills suitable for their level of maturation, and that in succeeding grades acquired knowledge/skills be applied to new learning situations and refined through the process of utilization.

Neither should there be a conceptual or structural break in the continuous-integrated-sequential (K-12) process called formal education. While each grade-level possesses unique concepts/content/skills to be learned and mastered, each is only a part of the whole; each grade-level compliments the total (K-12) process of student development in the social studies.



As the individual learner progresses through the several grades of the formal education process, subject matter concepts/content/skills are acquired and internalized; to be applied and refined in subsequent activities/experiences which are both classroom and community-based.

SAMPLE SUBJECT MATTER CONCEPTS/SKILLS[4]

Anthropology.
- Artifact(s)
- Culture
- Data
- Invention
- Linguistics
- Taboo
- Technology

Economics.
- Barter
- Capital
- Command Economy
- Consumer
- Demand
- Goods/Services
- Labor
- Supply

Geography.
- Direction
- Landforms
- Latitude
- Longitude
- Scale
- Space
- Time

History.
- Chronology
- Fact
- Timeline
- Sources: Primary/Secondary

Political Science.	Anarchy
	Campaign
	Checks-and-Balances
	Delegated Powers
	Lobby
	Petition
	Politics
	Power
	Revolution
Psychology.	Creativity
	Ego
	Emotions
	Heredity
	Self
	Society
Sociology.	Folkway(s)
	Group
	Mores
	Norms
	Peers
	Role(s)
	Status
	Value(s)

SKILLS

Brainstorming
Critical Thinking
Deductive Reasoning
Hypothesis Development
Inductive Reasoning

Interpreting Maps/Charts/Graphs/Cartoons

Reading (SQ3R Method)

Researching: Use of card catalogs, reference materials, primary/secondary sources.

Scientific Method

Studying

Writing

COMMUNITY RESOURCES

Any/all formal education programs should expose learners to the world(s) outside the classroom and the school.

Community-based interaction activities enable students to experience the real world on a personal basis, and can assist the individual learner to make perceptual 'ties' between formal education and the real world that they experience (outside the parameters of instructional time) and interact with - on a day-to-day basis.

Within the social studies, community-based activities can provide the opportunity for concepts/content/skills acquisition and application. For example, students are formally introduced to the Scientific Method of inquiry/research - by the teacher in the classroom. After countless 'experiments' in the use of the method ... students are taken out into the community. This excursion into the real world provides opportunities for data collection, observation, and sensing the lifespace about each learner.

Ethnic neighborhoods existant within the rural community can be used as a basis for culture studies. Individuals can be interviewed re: old world customs, language(s), and values. Social habits can be studied re: the process of socialization/adjustment to another culture. When those study opportunities don't exist in the rural community - plan field trips to more-urban settings.

LEARNING THROUGH EXPERIENCE

The child is learning by his experience all the time. There must be opportunity in the school for direct modes of experience. The process that we call instruction of learning will always be found to be one of participation on the part of the child ... in the growth of his own experience, and he begins to exercise a certain amount of control in deciding what experience shall be his. (John Dewey)[5]

There is no substitute for the first hand, direct, personal, immediate elements in experience.

The subject matter of the curriculum is selected out of life. School study is an abstraction from social experience. It must become part of the natural experience(s) of the child.

The school must be inseparable from the social milieu in which it functions. There ought to be a certain balance or equation between the direct experience(s) of the learner, due in part through contacts with his own environment, and the guidance/teaching of others.

Knowledge should be something more than the mere accumulation of facts and laws. Knowledge should be operative in character and conduct. The degree to

which knowledge is operative depends on the extent to which information is evolved out of some need in the learner's own experience and to which it receives application to that experience.

The essence of education is the continual reforming and reshaping of activities.

NOTE:

Richard Peters. The World In Microcosm: From John Dewey to Global Perspectives. (1986)

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